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ABSTRACT

The proposed activities of the Office of Research and Evaluation of the Austin (Texas) Independent School District in 1990-91 are outlined. Evaluations and other major projects focus on: (1) externally funded projects; (2) systemwide achievement testing; and (3) systemwide evaluation. Twelve evaluations will assess the impact of programs and grants funded by federal or state resources beyond the local district budget, including aspects of the Education Consolidation and Improvement Act. Testing programs mandated by state law and local policy will be coordinated and administered, including both nationally normed tests and the Texas Assessment of Academic Skills. Databases containing student, employee, and other school district information will be maintained and used to monitor local policies and mandates. This document presents all of the programs and requests included for study in 1990-91, the resources allocated to each, and plans for those evaluations finally adopted. For each program, a brief description and relevant issues with related evaluation questions and information sources are outlined. Both budget implications and exemplary school practices were expected to influence all evaluations. (SLD)

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Office of Research and Evaluation
Austin Independent School District

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THE RESEARCH AND EVALUATION AGENDA

for the

AUSTIN INDEPENDENT SCHOOL DISTRICT

1990-91

Publication Number 90.07

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THE RESEARCH AND EVALUATION AGENDA FOR AISD--1990-91

EXECUTIVE SUMMARY

The Research and Evaluation Agenda for the Austin Independent School District is determined through an interactive process involving the Board of Trustees, the Superintendent, the Evaluation Advisory Committee, the Superintendent's Cabinet, the staff of special programs, and other AISD personnel. Although the activities of the Office of Research and Evaluation (ORE) constantly adjust to current needs and requests, a set of evaluation plans is prepared at the beginning of each school year as a means of obtaining agreement among decisionmakers that the proper and most critical information needs are being addressed. These plans provide the blueprints for the evaluation staff to follow.

The evaluations and other major projects for 1990-91 will focus resources in three major areas.

1. ***Externally Funded Programs***

   Twelve evaluations will assess the impact of programs and grants funded by Federal or State resources beyond the local budget of AISD. The success of students receiving compensatory education and other special services will be assessed for Chapter 1 Supplementary Reading, Chapter 1 Schoolwide Projects (Priority Schools), Chapter 1 Migrant Program, Chapter 2 Formula Programs, Pregnancy, Education, and Parenting (PEP) Pilot, Title VII Bilingual Education Transition Program, School-Community Guidance Center, Project GRAD (Grant Research About Dropouts), Drug-Free Schools, National Science Foundation (NSF) Grant for the Science Academy of Austin, and Texas Learning Technology Group (TLTG) Physical Science and Technology Project. The effectiveness of training provided to teachers through Title II Mathematics and Science Teacher Training will also be examined.

2. ***Systemwide Achievement Testing***

   Testing programs mandated by State law and local policy will be coordinated and administered. These testing programs include the Iowa Tests of Basic Skills (ITBS), Tests of Achievement and Proficiency (TAP), Metropolitan Readiness Tests (MRT), Texas Assessment of Academic Skills (TAAS), Computer Literacy Test (CoLT), and advanced placement tests. In addition, the systemwide testing staff will provide a scoring and reporting service for end-of-basal tests and TAAS practice tests at the elementary level.

3. ***Systemwide Evaluation***

   Data bases containing student, employee, and other District information will be maintained and used to monitor local policies and mandates such as faculty/staff recruitment goals, dropout prevention efforts, and programs for limited-English-proficient (LEP) students. Surveys of employees, students, and parents will be administered. An evaluation of the Project A+ Elementary Technology Demonstration Schools will be conducted. In addition, information will be provided in response to State reporting mandates such as the Annual Performance Report, HB1758 (required posting of school district information), Public Education Information Management System (PEIMS), and the Superintendent's Annual Report. GENeric Evaluation SYStem (GENESYS) analyses will be performed as available resources permit from District data bases on outcome measures such as achievement, behavior, attendance, dropout rates, and promotion/graduation status for students in identifiable groups such as Teach and Reach, AIM High, Kealing Magnet Program, Science Academy, Liberal Arts Academy, and others.

The 1990-91 budget for the Office of Research and Evaluation reflects a reduction of three and one-half positions including the Assistant Director compared to three years ago. This has limited the collection and reporting of process (implementation) information, and has limited our ability to analyze and to explore why student outcomes resulted as they did. We still have strong outcome evaluation--especially with the development and refinement of GENESYS, our "generic" evaluation system.

The full Agenda document presents all the programs and requests included for study in 1990-91, the resources allocated to each, and evaluation plans for the evaluations adopted in the final Agenda. Twenty-three research and evaluation studies or activities are included in the 1990-91 Agenda. The Table of Contents lists evaluation plans for 20 of these. Separate plans are not included for Priority Schools (local), Annual Performance Report/HB1758/PEIMS, and TAAS practice/end-of-book test scoring. Evaluation questions relating to the Priority Schools (local) study are contained in the Chapter 1 Priority Schools evaluation plan. The other two items are described under the "Other Activities" section.

In addition to the evaluations outlined in this document and others that might be added as externally funded programs are approved, ORE will conduct many other research and evaluation activities not represented by evaluation plans. These other activities range from conducting an annual study of overlapping services to students, to assisting elementary school staff in completing the "Effective Schools Standards Report," to meeting with school faculties to assist them in planning and staff development.

New Directions for 1990-91

As ORE and its evaluation methodology continue to mature, and as the District experiences a renewal of interest in using evaluation findings, the following two new directions will influence all evaluations.

1. Budget Implications

   The Board of Trustees requested during its review of this Agenda that ORE summarize its findings with budget implications and that the alternatives for action be matched to those findings.

2. Exemplary School Practices

   Evaluations will study program outcomes by individual schools in addition to overall program outcomes. The purpose is to identify schools that have been successful and to determine what made them successful.

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INTRODUCTION

The Austin Independent School District has made a commitment to research and evaluation for the past 17 years. The mission of the Office of Research and Evaluation (ORE) is to provide objective, accurate information to decisionmakers. The information can range from an individual student's test scores to evaluation reports on instructional programs. Decisionmakers can be as different as a parent concerned about a child's achievement and a federal funding agency.

ORE provides an independent perspective on AISD programs as guaranteed by Administrative Regulation BL-R (Local) which states that ORE "has the independence necessary to assure unbiased, forthright reports." That independence is reinforced by ORE's control over the selection of staff, the administration of funds, and the content of designs and reports.

The purpose of this volume is to outline the proposed activities on which the Office of Research and Evaluation will focus in 1990-91. Three key areas will receive special attention this year:

- Externally Funded Programs
- Systemwide Achievement Testing
- Systemwide Evaluation

Setting the Agenda

The process for setting the 1990-91 Agenda is outlined below.	
June-October 1990	ORE reports from 1989-90 are reviewed by staff, Cabinet, Board.
June-October 1990	Funding of external programs and grants is determined.
August 1990	Local budget resources are approved.
September-October 1990	Draft Agenda is prepared and reviewed. September 1-October 9 Program Staff September 24 Evaluation Advisory Committee October 9 Cabinet October 22 Board of Trustees
November 1990	Final Agenda is prepared based upon review and comment.

A functional change from past years was implemented for the third year. Instead of receiving a polished Agenda after full review by other audiences, the Board of Trustees reviewed a draft Agenda earlier. This made the final Agenda more responsive to the suggestions of the Superintendent, Cabinet, and Board of Trustees while maintaining the in-depth review by the program staff. Figure 1 on page 3 is a chart of Agenda items that have been reviewed. Attachment A describes each in terms of:

Mandate:	Required by School Board Policy?
	Required by State (law or SBOE rule)?
	Required by external funding agents (State/Federal)?
	Requested by Board?
	Requested by Superintendent/Cabinet?
	Requested by division/departments/schools?
	Evaluation need identified by ORE?
Evaluability:	Process Evaluation (implementation):
	Possible?
	Recommended by ORE?
	Product Evaluation (achievement /attendance/behavior/other):
	Possible?
	Recommended by ORE?
Utility:	Does it provide new/useful information?
	Is there potential for findings being used:
	Budgetary?
	Instructional?
	Can data be provided when needed?

Figure 1

ORE AGENDA-SETTING PROCESS 1990-91

Agenda Items for Which Resources Are Available

Program/Evaluation Activity	*Mandate*
Faculty/Staff Recruitment Plan	Required by School Board policy
Priority Schools (Local)	Required by School Board policy
Dropout Prevention (Local)	Required by School Board policy Required by State (law or SBOE rule) Requested by Superintendent/Cabinet Requested by divisions/depts./schools Evaluation need identified by ORE
Districtwide Employee, Student, and Parent Surveys	Required by School Board policy Requested by Superintendent/Cabinet Requested by divisions/depts. /schools
Systemwide Testing	Required by School Board policy Required by State (law or SBOE rule)
Programs for LEP Students	Required by State (law or SBOE rule)
Annual Performance Report/ HB1758/PEIMS	Required by State (law or SBOE rule)
Chapter 1 Supplementary	Required by external funding agents
Chapter 1 Priority Schools	Required by external funding agents
Chapter 1 Migrant	Required by external funding agents
Chapter 2	Required by external funding agents
Pregnancy, Education, and Parenting	Required by external funding agents
Title VII Bilingual Education Transition Program	Required by external funding agents
School-Community Guidance Center	Required by external funding agents
Project GRAD (Grant Research About Dropouts)	Required by external funding agents
Drug-Free Schools	Required by external funding agents
National Science Foundation (Science Academy of Austin)	Required by external funding agents

Program/Evaluation Activity	*Mandate*
Title II Mathematics and Science Teacher Training	Required by external funding agents
TLTG Physical Science and Technology Project	Required by external funding agents
Project A+ Elementary Technology Demonstration Schools	Required by external funding agents Requested by Superintendent/Cabinet Requested by divisions depts./schools
GENeric Evaluation SYStem (GENESYS)	Requested by Superintendent/ Cabinet Requested by divisions/depts./schools Evaluation need identified by ORE
Historical Student Retention in Grade	Requested by Superintendent/Cabinet Requested by divisions/depts./schools Evaluation need identified by ORE
TAAS Practice and End-of-Book Test Scoring	Requested by divisions/depts./schools

New Directions for 1990-91

As ORE and its evaluation methodology continue to mature, and as the District experiences a renewal of interest in using evaluation findings, the following two new directions will influence all evaluations.

1. Budget Implications

   The Board of Trustees requested during its review of this Agenda that ORE summarize its findings with budget implications and that the alternatives for action be matched to those findings.

2. Exemplary School Practices

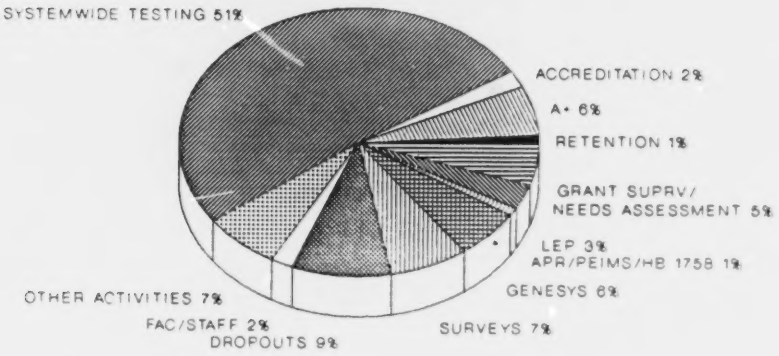
   Evaluations will study program outcomes by individual schools in addition to overall program outcomes. The purpose is to identify schools that have been successful and to determine what made them successful.

After reviewing these factors, we have selected the 23 items on the chart to include on the 1990-91 Agenda, based upon available ORE resources.

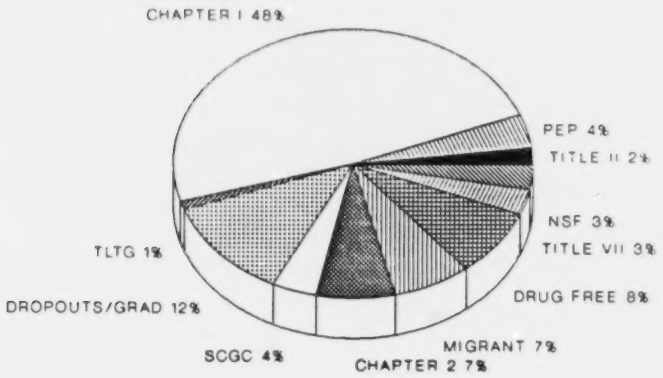
The two charts in Figure 2 below represent the distribution of resources, in terms of dollars, allocated to externally and locally funded activities.

FIGURE 2

LOCAL BUDGET $535,569 (51%)



EXTERNAL BUDGET $522,448 (49%)



HIGHLIGHTS

The 1990-91 Agenda will reflect the following important activities for ORE.

- Addition of an evaluation of the Project A+ Elementary Technology Demonstration Schools
- Addition of an anonymous survey of middle school students
- Continuing priority given to providing requested information in an accurate and timely fashion
- Continued implementation of a survey management system to provide longitudinal, campus-level summaries of school climate and other important factors from the perspectives of students, parents, professionals, and administrators
- Continuing allocation of local resources to focus on the dropout issue
- Increased data collection/analyses in the Chapter 1, Chapter 1 Migrant, and Chapter 2 evaluations mandated by new Federal reporting requirements
- Continuing refinement of the GENeric Evaluation SYStem (GENESYS) to provide standardized outcome information to decisionmakers and program staff on a large number and variety of programs and groups
- Coordinating testing activities related to the first-year administration of the Texas Assessment of Academic Skills (TAAS). The change to the TAAS will also include changes in practice tests used in elementary schools throughout the year.
- Continuing effort to increase efficiency within current budget resources by fuller use of existing District data bases and by maximizing the utility of PC resources through the use of the latest technology such as presentation graphics, desktop publishing, and local area networks (LAN's)
- Continuing dialogue with the Texas Education Agency to influence the test selection process such that the norm-referenced test mandated for use across the State will best fit the District's needs for student assessment
- Monitoring the District's "vital signs," i.e., the key statistics that reflect the instructional "health" of the system, which include attendance, discipline, grades, the dropout rate, and performance on the Exit-Level TAAS
- Continuing focus of the remaining local resources on maintaining data bases for student, employee, and school information, and the generation of summary reports from them

OTHER ACTIVITIES

Not all ORE activities are directly related to the production of a particular report or other publication. These activities are "invisible" to most observers of the District scene and must be acknowledged if the full picture of ORE is to be presented in the Agenda.

The Systemwide Testing Program is in some ways the most visible of the ORE components because every teacher, student, and parent of the District interacts with its products, yet the range of activities undertaken by the staff is probably poorly understood. In addition to coordinating the administration of the Iowa Tests of Basic Skills (ITBS), the Tests of Achievement and Proficiency (TAP), the Metropolitan Readiness Tests (MRT), the Texas Educational Assessment of Minimum Skills (TEAMS), and the Texas Assessment of Academic Skills (TAAS), Systemwide Testing scores the MRT, ITBS, and TAP and provides standard and requested analyses of all tests given. The tests and activities with which the Systemwide Testing staff will be involved in 1990-91 are listed below:

Achievement Tests

Metropolitan Readiness Tests (MRT)
Iowa Tests of Basic Skills (ITBS)
Tests of Achievement and Proficiency (TAP)
Texas Assessment of Academic Skills (TAAS)
Texas Educational Assessment of Minimum Skills (TEAMS)

Other Tests

Computer Literacy Test (CoLT)
Advanced Placement Tests
Preliminary Scholastic Aptitude Test (PSAT)
Scholastic Aptitude Test (SAT)
American College Testing Program (ACT)

Other Activities

Scoring of TAAS Practice Tests
Scoring of End-of-Basal Tests
Coordinating National Assessment of Educational Progress Testing
Communicating with Elementary and Secondary Education to disseminate TAAS objectives, measurement specifications, and test administration procedures

All other components of ORE also engage in activities which are not reflected directly in evaluation reports. For example, the Chapter 1 and Chapter 2 evaluations devote considerable resources each spring to providing information necessary for the development of the project application for the following year. Other activities are less directly related to the local programs being evaluated. These activities often arise from an information need of the Board of Trustees, the Superintendent, or the Cabinet. Being able to respond to the requests quickly and accurately is one of the most important assets that ORE brings to the District. That ability is derived in part from the fact that the data collection of the mandated projects has allowed ORE to develop a computerized fund of information that can be drawn upon for many different uses.

Other examples of the variety of activities which do not lead directly to evaluation reports but contribute to improvement can be found in the following list.

- Working with Elementary and Secondary Education to implement advanced placement tests and procedures
- Maintaining the computerized data base on Limited-English-Proficient (LEP)/ Language-Other-than-English (LOTE) students and providing information to central and school staffs as well as TEA
- Improving the utility of achievement reports provided to instructional staff
- Refining dropout record keeping and at-risk identification to meet new State reporting requirements
- Contributing to the coordination of districtwide data collection and reporting by participation on the Information Services Committee
- Working with the other offices in the Department of Management Information to improve the flow of information to and from the campuses
- Monitoring activities associated with the School-Based Improvement (SBI) initiative
- Maintaining an on-line data base of school characteristics for use by campus personnel
- Conducting needs assessments
- Working as committee members on District projects such as Momentum Teams for Project A+
- Working with other AISD central offices, including Intergovernmental Relations, Elementary Education, and Secondary Education, to assist in the acquisition of federal and state grants for special student programs such as Title II Math/Science, Title VII, and Drug-Free Schools
- Working with the Evaluation Advisory Committee (EAC) composed of teachers, principals, university professors, and lay citizens charged with the oversight of ORE's activities
- Working on a systematic approach to providing information in order to move toward an "information on demand" environment
- Providing staff development assistance to campuses, departments, principal groups, and other school district staff
- Preparing of the Effective Schools Standards Reports and other profiles for all elementary and secondary campuses
- Providing review of TEA studies in the formative stages
- Conducting a study of multiple (overlapping) services to students

- Completing TEA studies mandated by the Legislature
- Maintaining data files of students in major special programs
- Providing information for analysis by external, non-AISD researchers
- Contributing to educational improvement through participation in or sharing information with statewide and national organizations which address issues that impact AISD (i.e., Joint Urban Evaluation Council, statewide Student Assessment Advisory Committee, National Association of Test Directors, Directors of Research and Evaluation, Southwest Educational Research Association, American Educational Research Association, Annual Texas Testing Conference, Texas Association of School Boards, National Dropout Prevention Network, etc.)
- Sending requested copies of ORE reports and papers to interested persons worldwide. During 1989-90, a total of 174 requests were made for copies of 78 ORE reports and 219 requests for copies of 28 different papers presented at the meetings of the American Educational Research Association
- Responding to requests for information from AISD staff and others, both in the local community and across the country
- Serving as a liaison with TEA to receive, interpret, and implement rules and regulations regarding student assessment
- Consulting with staff on planning for next school year
- Working with Secondary Education to develop a "school profile" of management information for each secondary campus
- Working with other offices in the Department of Management Information to produce a notebook in June for each elementary and secondary campus containing a wide range of data from the school year
- Providing information in response to State-reporting mandates such as the Annual Performance Report (APR), HB 1758 (required posting of school district information), and the Public Education Information Management System (PEIMS)
- Preparing information for and contributing to the Congressionally mandated Cooperative Education Data Collection and Reporting Standards (CEDCARS) which will be national standards for the conduct of research and evaluation
- Producing school profiles, detailed achievement reports by grade, test, and ethnic group for each campus

ECIA CHAPTER 1

EVALUATION PLAN

Contact Person:
Catherine Christner, Ph.D.

PROGRAM DESCRIPTION

The Chapter 1 Program is a continuing program supported by funds from the Department of Education under the Elementary Consolidation and Improvement Act (ECIA). The purpose of Chapter 1 is to provide for the learning needs of educationally disadvantaged students in school attendance areas having high concentrations of children from low-income families. Chapter 1 provides supplemental assistance to the regular school program. AISD's funding from Chapter 1 for 1990-91 is $4,900,374.

Participation of schools in AISD's Chapter 1 Program is determined by economic criteria. Schools which have a higher concentration of low-income families than the District average are eligible to receive Chapter 1 services. The schools are then ranked by the percent of low-income students who reside in their attendance areas. Then based upon the amount of Chapter 1 resources, services are provided to those schools with the highest percent of low-income families on down until the resources are exhausted. Standardized test results are then used to determine how many students to serve at each school. Participants are identified by ranking the students at each school and selecting those with the greatest need (i.e., lowest reading percentile score).

Full-Day Prekindergarten

The State funds half-day prekindergarten for all low-income and limited-English-proficient (LEP) students. In the eight Chapter 1 supplementary schools, the Walnut Creek Schoolwide Project, and the 16 Schoolwide Project/Priority Schools, Chapter 1 will fund the afternoon session, to allow students eligible for Chapter 1 in these schools to have a full-day prekindergarten experience.

Chapter 1 Supplementary Reading Instruction Component

The main objective of this instructional component is to improve Chapter 1 students' reading skills. This component is supplementary to and coordinated with the District's basic reading program. Its primary purpose is to provide additional assistance to students deficient in language and/or reading skills. During the 1990-91 school year, Chapter 1 services will be provided to eligible students in this manner in eight elementary schools.

Program Description continued

Schoolwide Projects/Priority Schools

In a Schoolwide Project, Chapter 1 funds are combined with local funds to lower the pupil-teacher ratio, and Chapter 1 instruction is no longer distinguishable from regular instruction. All students in the school are considered to be served by Chapter 1. Chapter 1 is funding schoolwide projects at 15 of the 16 Priority Schools for 1990-91. Although not a District-funded Priority School, Walnut Creek is a Chapter 1 Schoolwide project with a lower pupil teacher ratio.

Parental Involvement

Chapter 1 staff and parents decided to consult with each other through Chapter 1 Districtwide Parental Advisory Council (PAC) meetings several times during the 1990-91 school year. In this manner, parents can advise the District in the planning and the operation of the programs, as well as receive up-to-date information and training on areas of interest--helping their children with reading at home, etc.

Nonpublic Schools

A computer-assisted instruction laboratory, Prescription Learning, is provided to one nonpublic school. This school provides Chapter 1 service to low-achieving students who reside in the attendance areas of Chapter 1 public schools. Qualified students receive instruction in reading and/or mathematics.

Institutions for the Neglected or Delinquent

Chapter 1 funds are provided to six institutions for neglected or delinquent students to fund support services for students with emotional, psychological, and behavioral problems.

This plan contains summary information from the ECIA Chapter 1/Chapter 1 Migrant 1990-91 Evaluation Design (ORE Publication 90.02).

Decision Question 1

Should the Prekindergarten Component be modified? If so, how?

The evaluation questions for the current year's prekindergarten (pre-K) program are in the evaluation outline for the Priority Schools.

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1. What have been the long-term longitudinal effects of participation in AISD's prekindergarten programs? How do they compare with similar students who did not participate in pre-K:	· Prekindergarten File (ongoing)
· On achievement test scores?	· Iowa Tests of Basic Skills (ITBS) (April)
· On special education placement?	· Special Education File (ongoing)
· On Chapter 1 eligibility?	· Chapter 1 File (ongoing)
. On retention?	· District Records (ongoing)
. On LEP status?	· LANG File (ongoing)

Decision Question 2

Should AISD change the structures and approaches traditionally used in Chapter 1?

EVALUATION QUESTIONS		*INFORMATION SOURCES*
2-1.	Were the objectives of the Chapter 1 Supplementary Reading Instruction Component met?	· Iowa Tests of Basic Skills (ITBS) (April) · Record of Student Service (ROSS) (ongoing)
2-2.	How do students in grades 3 and 5 who were served by Chapter 1 compare on TAAS scores with similar students as a whole?	· Texas Assessment of Academic Skills (TAAS) (Oct. 1990)
2-3.	How did the TAAS achievement of Chapter 1-served students in 1990-91 compare with the achievement of other low achieving students not served by Chapter 1.	· TAAS (Oct. 1990)
2-4.	What percentage of Chapter 1 students become eligible for the 1991-92 Chapter 1 Program based on their spring '91 ITBS scores? How did this compare to last year?	· ROSS (ongoing) · ITBS (April)
2-5.	What percentage of former Chapter 1 students reenter or exit the program in following years?	· Chapter 1 File (ongoing) · ITBS (April)
2-6.	Were there by-campus differences in the achievement gains of Chapter 1 students?	· ROSS (ongoing) · ITBS (April)
2-7.	How do the achievement gains made by Chapter 1 students compare with gains by Chapter 1 Migrant students?	· ROSS (ongoing) · Migrant File (ongoing) · ITBS (April)

Decision Question 2

Should AISD change the structure and approaches traditionally used in Chapter 1?

EVALUATION QUESTIONS	*INFORMATION SOURCES*
2-8. How successful was implementation of the Chapter 1/Chapter 1 Migrant Instructional Programs?	
. What concerns/strengths were identified by Chapter 1/ Chapter 1 Migrant Teachers?	· Teacher Survey (spring)
. What concerns/strengths were identified by Chapter 1/ Chapter 1 Migrant administrative staff?	· Administrative Staff Interview (spring)
2-9. What schools (by grade and subject area) participated in Rainbow Kits? At each school, who was responsible for distribution? What was funded by Chapter 1? How were the kits used? What evidence is there of the kits' effectiveness?	· Administrative Staff Interview (spring)
2-10. How successful was the implementation of the Chapter 1 Schoolwide Project at Walnut Creek?	· Principal Interview (spring) · Administrative Staff Interview (spring) · Teacher Interview (spring)
2-11. What is the average cost of the program per estimated student contact hour?	· ROSS (ongoing) · Chapter 1 Application for Funding (August)
2-12. How successful have the Chapter 1 Programs been in improving students achievement levels longitudinally?	· ITBS (April) · Longitudinal Chapter 1 File (ongoing)

Decision Question 3

Should Chapter 1 change the way students and schools are selected?

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
3-1	How many students were served at each grade level by gender, ethnicity, and type of service (team teaching, pullout, or both)?	· ROSS (ongoing)
3-2.	How many students were special tested? Why? Did students tested differ by grade, ethnicity, or gender?	· Special Test File (ongoing)
3-3.	What percentage of Chapter 1-eligible students are low-income?	· ROSS (ongoing) · Cafeteria File (January)
3-4.	What number and percentage of students eligible for Chapter 1 service received supplementary instruction from another source?	· Overlap Study (December)
3-5.	What percentage of eligible students are served by Chapter 1? What percentage of eligible LEP students are served by Chapter 1? How does this compare with last year's figure? Is there by-campus variation in the percentage of eligible students served?	· ROSS (ongoing) · LANG (spring)

Decision Question 4 What other programs/labs operate in the Chapter 1 Schools?

EVALUATION QUESTIONS	*INFORMATION SOURCES*
4-1. What CAI labs are on Chapter 1 campuses?	· Coordinator Interview (fall)
4-2. What other special programs / labs operate in the Chapter 1 schools?	· Coordinator Interview (fall)
4-3. What evidence is there of program/lab effectiveness?	· Coordinator Interview (fall) · ITBS (April) · Lab survey (spring)

Decision Question 5 Should the Parental Involvement Component be modified? If so, how?

5-1. Were the component's objectives met?	· PAC Records (ongoing) · Administrative Staff Interview (spring)
5-2. How many Chapter 1 Districtwide PAC meetings and training sessions were held between Aug. 27, 1990 and May 31, 1991?	· PAC Records (ongoing)
5-3. Did more Chapter 1 parents attend Districtwide PAC meetings during 1990-91 than they did during 1989-90?	· PAC Records (ongoing)
5-4. How successful was the implementation of the Parental Involvement Component?	
. What concerns/strengths were identified by Chapter 1 staff?	· Administrative Staff Interview (spring).

Decision Question 6

Should the Chapter 1 Nonpublic Schools Component be modified? If so, how?

EVALUATION QUESTIONS	*INFORMATION SOURCES*
6-1. Were the component's objectives met?	· Chapter 1 Service Report for Nonpublic Schools (spring)
6-2 How many students were served by the Chapter 1 nonpublic schools by age, grade, gender, and ethnicity?	· Chapter 1 Service Report for Nonpublic Schools (spring)
6-3. What evidence is there that nonpublic school students receiving Chapter 1 service made achievement gains?	· Chapter 1 Service Report for Nonpublic Schools (spring)
6-4. How successful was the implementation of this component?	
. What concerns/strengths were identified by Chapter 1 staff?	· Administrative Staff Interview (spring)

Decision Question 7

Should the Chapter 1 Component for Institutions for Neglected or Delinquent (N or D) Youth be modified? If so, how?

EVALUATION QUESTIONS	*INFORMATION SOURCES*
7-1. Were the component's objectives met?	· Chapter 1 N or D Service Report (spring)
7-2. How many students were served by the Chapter 1 N or Ds--by age, gender, grade, and ethnicity?	· Chapter 1 N or D Service Report (spring)
7-3. What are the goals and objectives of Chapter 1 services at these institutions?	· Interviews with the administrative staff of N or Ds (fall, spring)
. How successful were these institutions in achieving their goals?	
. How successful were the served N or D students?	
7-4. How successful was the implementation of this component?	· Administrative Staff Interview (spring)

Information Needs

Needs Assessment for the 1991-92 Chapter 1 Application

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
1.	What percentage of the students residing in each AISD attendance area are from low-income families?	· Student Master File (ongoing) · Cafeteria File (ongoing)
2.	How many students in each school scored below selected percentile points on the ITBS?	· Student Master File (ongoing) · ITBS (April)
3.	How many students would be eligible for Chapter 1 services for various combinations of criteria for campus and student eligibility?	· ITBS (April)

Information Needs

Annual Program Documentation for the Texas Education Agency

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
1.	How many students were served (by grade, gender, ethnicity, and age) by Chapter 1, including service at nonpublic schools and at N or Ds?	· ROSS (ongoing) · Chapter 1 Service Report for Nonpublic Schools (spring) · Chapter 1 N or D Service Report (spring)
2.	What were the achievement gains for students served by Chapter 1 during 1990-91 in Normal Curve Equivalents (NCE)?	· ROSS (ongoing) · ITBS (April) · Chapter 1 Service Report for Nonpublic Schools (spring)

Information Needs

Annual Program Documentation for the Texas Education Agency

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
3.	How do achievement gains from 1989 to 1990 compare for students served by Chapter 1 in 1988-89 (but not 1989-90) with students served by Chapter 1 in both 1988-89 and 1989-90 in NCEs?	· ROSS (ongoing) · ITBS (April)
4.	What were the achievement gains for students served by Chapter 1 (supplementary and SWP's) in NCEs by grade and by campus?	· ROSS (ongoing) · ITBS (April)
5.	For those Chapter 1 campuses with one or more grade levels below the expected gains, what were their campus improvement plans?	· Campus Improvement Plans (fall)
6.	How many students served by Chapter 1 (supplementary and SWP's) were retained, by grade.	· Student Master File (June)
7.	How many students served by Chapter 1 (supplementary and SWP's) were also served by Special Education (by handicapping condition)?	· Overlap Study (Dec.)

PRIORITY SCHOOLS

EVALUATION PLAN

Contact Person:
Catherine Christner, Ph.D.

PROGRAM DESCRIPTION

In the spring of 1986, when the School Board approved a new student assignment plan for 1987-88, 16 predominantly minority elementary schools were created. In order to assure that students in these schools received a quality education, the Division of Elementary Education developed A Plan for Educational Excellence, with the advice of a committee of teachers, principals, and other administrators. The plan is based on the characteristics of effective schools. There are 10 components that make up the plan:

- Exemplary Leadership and Master Teachers
- Effective Instruction
- Full-Day Prekindergarten
- Reduced Pupil-Teacher Ratio
- Additional Personnel and Support Services
- Multicultural Education
- Strong Parental-Community Involvement
- Staff Development
- Building/Grounds
- Accountability

1990-91 represents the fourth year of implementation of the Priority Schools. The evaluation plan is organized with one decision question and a set of evaluation questions for each component. This plan represents a combination of both outcome and process measures with a focus on outcome variables.

Decision Question 1

Should the Exemplary Leadership and Master Teachers Component be continued as it is or be modified?

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1.	How did the school climate of the Priority Schools compare to the school climate at the other elementary schools?	· Teacher Survey (spring)
1-2.	Did principals work with their staffs and communities to establish a mission for their schools? Was the mission communicated to staff and parents?	· Teacher Survey (spring) · Principal Interview (spring) · Parent Survey (March)
1-3.	How many teachers at the Priority Schools were bilingually or ESL certified?	· Employee Master Record (EMR) File (ongoing)
1-4.	How did the teacher absentee rate at the Priority Schools compare to the rate for other elementary schools?	· EMR File (ongoing)
1-5.	How did the absentee rate for the teachers at the Priority Schools compare with the same teachers' absentee rate in 1989-90?	· EMR File (ongoing)
1-6.	How did the teacher transfer request rate for the Priority Schools compare with the transfer request rate in the rest of the District?	· EMR File (ongoing)

Decision Question 1

Should the Exemplary Leadership and Master Teachers Component be continued as it is or be modified?

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-7. What was the ethnic composition of teachers assigned to the schools?	· EMR File (ongoing)
1-8. How experienced were teachers assigned to the Priority Schools? How did this compare with other elementary schools?	· EMR File (ongoing)
1-9. What degrees were held by teachers assigned to the Priority Schools?	· EMR File (ongoing)

Decision Question 2

Should the Effective Instruction Component be continued as it is or be modified?

EVALUATION QUESTIONS		*INFORMATION SOURCES*
2-1.	What achievement levels did students make in 1990-91? What gains did they make from 1986-87? From 1987-88? From 1988-89? From 1989-90? By grade? By ethnicity? By campus? By income status?	· Iowa Tests of Basic Skills (ITBS) (April)
2-2.	How did the gains of these students made this year compare with their gains made last year? With the average elementary districtwide gains? With predicted gains?	· Report of School Effectiveness (ROSE) (May) · ITBS (April)
2-3.	What effect did lowering the pupil-teacher ratio have on students' achievement?	· ITBS (April) · Attendance File (ATND) (ongoing) · ROSE (May)
2-4.	How did the Priority Schools individually and as a group perform on the Effective School Standards Report? How do these figures compare to 1987-88, 1988-89, 1989-90?	· EMR File (ongoing) · ATND (ongoing) · ITBS (April) · Texas Assessment of Academic Skills (TAAS) (Oct.)
2-5.	What TAAS mastery was shown by grade level? By LEP students? By campus? By ethnicity?	· TAAS (Oct.) · Language File (LANG) (ongoing)
2-6.	How did these mastery percentages compare to AISD as a whole? To the State?	· TAAS (Oct) · State Averages (June)

Decision Question 2

Should the Effective Instruction Component be continued as it is or be modifed?

EVALUATION QUESTIONS		*INFORMATION SOURCES*
2-7.	What TAAS mastery levels did this year's grades 3 and 5 students show? How do these compare with the TEAMS mastery levels for previous years? By campus?	· TAAS (Oct.) · Texas Assessment of Minimum Skills (TEAMS) (1990)
2-8.	What percentage of LEP grade 3 students tested in Spanish mastered the TAAS? Compared to AISD? Compared to the State?	· TAAS (Spanish) (Oct.) · State Averages (June)
2-9.	What special programs were in place at these campuses?	· Overlap Study (December)
2-10.	How many special education students by handicapping condition were served?	· Special Education Management System (SEMS) (ongoing)
2-11.	What computer labs were in place at these campuses? What were the criteria for service? What other special programs were in place (i.e., A+, EMG, etc.)?	· Principal Interview (spring) · Coordinator Interview (Spring)
2-12.	How many LEP students were enrolled in the Priority Schools during the 1989-90 school year?	· LANG File (ongoing)
2-13.	How many students participated in AIM High at grades 2-6? How does this compare with other elementary campuses?	· AIM High File (ongoing)

Decision Question 2

Should the Effective Instruction Component be continued as it is or be modified?

EVALUATION QUESTIONS		*INFORMATION SOURCES*
2-14.	How was the gifted/talented program implemented at each campus? What changes were made from 1989-90? Were any problems with grouping or other areas encountered?	· Principal Interview (spring) · Teacher Survey (spring) · Gifted/Talented Coordinator-Interview(spring)
2-15.	What were the student attendance rates? How did this compare by campus and with the District? How did student's attendance rates this year compare with their attendance rates last year?	· ATND File (ongoing)
2-16.	What discipline incidents were processed? By campus? How did this compare with the district-wide rates? How do students' processed discipline incidences compare this year with their incidences processed last year?	· Discipline File (ongoing)
2-17.	What were the promotion/ retention/placement rates for each of the Priority Schools? How does this compare with other AISD elementary schools?	· Student Master File (June)
2-18.	How many meetings did the 16 principals have over the school year? What were the agendas of these meetings?	· Meeting Agendas (June)

Decision Question 2

Should the Effective Instruction Component be continued as it is or be modified?

EVALUATION QUESTIONS	*INFORMATION SOURCES*
2-19. How did principals work with their staffs to emphasize and focus on maintaining their gains in the fourth year? How were new teachers trained/oriented?	· Principal Interview (spring) · Teacher Survey (spring)
2-20. What percent of the day did teachers use whole class instruction? Heterogeneous grouping? Homogeneous grouping? Personalized/individualized instruction?	· Teacher Survey (spring) · Principal Interview (spring)
2-21. How often did regrouping occur? Did this differ by grade? By campus?	· Teacher Survey (spring) · Principal Interview (spring)
2-22. How was the LAMP implemented? Were all the needed materials available when needed? What were the strengths of the implementation? What areas were in need of improvement? Is there evidence of program effectiveness?	· Principal Interview (spring) · Teacher Survey (spring) · Coordinator Interview (spring)
2-23. How was on-grade instruction implemented at each school? How was on-grade level instruction incorporated into the LAMP? Were there differences by grade? By campus? Is there evidence of program effectiveness?	· Principal Interview (spring) · Teacher Survey (spring) · Coordinator Interview (spring)

Decision Question 3

Should the Full-Day Prekindergarten Component be continued as it is or be modified?

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
3-1.	How many students were served by the regular, bilingual, and ESL prekindergarten classes? By age, gender, ethnicity, and schools? By full-day and half-day classes?	· ATND (ongoing) · Student Demographic File (STUD) (ongoing)
3-2.	What was the average number of days of instruction received by prekindergarten students? Did this vary by type of class? By full-day/half-day?	· ATND (ongoing)
3-3.	How did the pre- to posttest gains made on the PPVT-R by pre-K students compare to the national norm? To previous years? Across the three types of classes? Across varying pretest levels?	· Peabody Picture Vocabulary Test-Revised (PPVT-R) (Sept., Oct., April, May)
3-4.	How did the pre- to posttest gains made on the PPVT-R by students compare in the full-day and half-day classes?	· PPVT-R (Sept., Oct., April, May)
3-5.	For Spanish monolingual LEP A and B students who took the Spanish TVIP and the English PPVT-R, how did pre- to posttest gains compare?	· Test de Vocabulario en Imagenes Peabody (TVIP) (Sept., Oct., April, May) · PPVT-R (Sept., Oct., April, May) · LANG File (ongoing)
3-6.	What were the strengths and the areas in need of improvement in the implementation of the pre-K component?	· Teacher Survey (spring) · Coordinator Interview (spring)

Decision Question 3

Should the Full-Day Prekindergarten Component be continued as it is or be modified?

EVALUATION QUESTIONS		*INFORMATION SOURCES*
3-7.	What were the certification and experience levels of the pre-K teachers?	· EMR File (ongoing)
3-8.	What are the most appropriate measures of achievement for prekindergarteners?	· Search (ongoing)

Decision Question 4

Should the Reduced Pupil-Teacher Ratio (PTR) Component be continued as it is or be modified?

4-1.	What PTR was achieved at each grade level at each campus? Did this match the prescribed levels?	· District Records (May)
4-2.	What emphases (training, etc.) occurred at the campuses to help teachers make the most instructionally of the lowered PTR?	· Principal Interview (spring) · Coordinator Interview (fall) · Teacher Survey (spring)

Decision Question 5

Should the Additional Personnel Component be continued as it is or be modified?

EVALUATION QUESTIONS	*INFORMATION SOURCES*
5-1. If any innovative funds were carried over to the 1990-91 school year, for what were the funds used?	· Principal Interview (spring) · Finance Records (May)
5-2. How were the 1990-91 innovative funds used?	· Principal Interview (spring) · Finance Records (May)

Decision Question 6

Should the Multicultural Education Component be continued as it is or be modified?

6-1. What activities (how many and what types) were conducted at the schools to recognize and honor the students' own cultural heritages and to honor the contributions of Blacks and Hispanics to society?	· Principal Interview (spring) · Teacher Survey (spring) · Coordinator Interview (spring)
6-2. What multicultural activities (how many and what types) took place at the school within the regular instructional program? What activities were held to recognize other cultural heritages? What other cultures were recognized and how many activities were held?	· Principal Interview (spring) · Teacher Survey (spring) · Coordinator Interview (spring)
6-3. What multicultural activities took place across schools (number and type)? With other Priority Schools? With non-Priority Schools?	· Supervising Principal Interview (spring) · Principal Interview (spring) · Teacher Survey (spring)

Decision Question 7

Should the Strong Parental-Community Involvement Component be continued as it is or be modified?

EVALUATION QUESTIONS		*INFORMATION SOURCES*
7-1.	What activities occurred at each campus to involve parents and community members?	· Parent Training Specialist (PTS) Survey (spring) · Principal Interview (spring)
7-2.	What are the most innovative activities the schools implemented in this area?	· PTS Survey (spring) · Principal Interview (spring)
7-3.	How many adopters did each campus have? What did adopters provide? Were there changes from 1989-90?	· Adopt-A-School Records (June)
7-4.	What were the strengths and the areas in need of improvement in the implementation of this component?	· Principal Interview (spring) · PTS Survey (spring) · Parent Survey (March)
7-5.	What do parents think of their child's school situation?	· Parent Survey (March)

Decision Question 8

Should the Staff Development Component be continued as it is or be modified?

EVALUATION QUESTIONS	*INFORMATION SOURCES*
8-1. What staff development activities were offered at the campus level?	· Supervising Principal Interview (spring) · Principal Interview (spring)
8-2. Did teachers perceive the staff development offered as increasing their effectiveness as teachers?	· Teacher Survey (spring)
8-3. Did principals and the support staffs perceive the staff development offered as increasing their effectiveness?	· Administrator Survey (spring) · Support Staff Survey (spring)
8-4. How closely did the staff development offered match the perceived needs at each campus?	· Teacher Survey (spring)

Decision Question 9

Should the Building and Grounds Component be continued as it is or be modified?

EVALUATION QUESTIONS		*INFORMATION SOURCES*
9-1.	Were any portables built or moved to the Priority Schools for the 1990-91 school year?	· Construction Management Records (June)
9-2.	Did any major construction or repair projects occur at the Priority Schools for the 1990-91 school year?	· Construction Management Records (June)

Decision Question 10

Should the Accountability Component be continued as it is or be modified?

10-1.	What evaluation plan was in place?	· Office of Research and Evaluation (ORE) (October)
10-2.	Was an evaluation report published?	· ORE (August)
10-3.	How many meetings did the monitoring committee hold? What have been the agendas?	· Monitoring Committee Records (June)
10-4.	What schools were the most successful? What schools were the least successful? What characterized the most successful schools? What characterized the least successful schools?	· ITBS (April) · TAAS (October) · Effective School Standards Report (June) · Supervising Principal Interview (spring) · Coordinator Interview (fall) · Principal Interview (spring)

Decision Question 10

Should the Accountability Component be continued as it is or be modified?

EVALUATION QUESTIONS	*INFORMATION SOURCES*
10-5. Did the Priority Schools meet the State Board goals for schools?	· ITBS (April) · TAAS (Oct.)
· Did each school's overall performance increase an average of 8 percentile points on the ITBS relative to the national norm?	
· Did the percentage of students scoring 10% or more above the minimum TAAS passing score rise by 1 percentage point?	
· Did 40% of the students passing the TEAMS meet the State Board standards for meeting mastery of higher order thinking skills?	
10-6. How did the supervising principals assist and monitor each school's goals-setting process?	· Supervising Principal Interview (spring)
10-7. What expectations were communicated in writing to the principals on the implementation of the components?	· Instructional Memoranda (ongoing)
10-8. What was the allocated cost of each component?	· AISD Budget (August)

ECIA CHAPTER 1 MIGRANT

EVALUATION PLAN

Contact Person:
Catherine Christner, Ph.D.

PROGRAM DESCRIPTION

Definition

The Chapter 1 Migrant Program is a federally funded project designed to meet the unique needs of the District's migrant students. Both currently migratory and formerly migratory children may be served by the Migrant Program. A currently migratory child is one (a) whose parent or guardian is a migratory agricultural worker or migratory fisher; and (b) who has moved within the past 12 months from one school district to another to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity. Students who remain in the District following their year of current eligibility are considered formerly migratory students for a period of five years. Currently and formerly migratory students are eligible for the same program services. For 1990-91 the funding level decreased to $323,621.

The activities of the Migrant Program are centered around:

- Recruitment of students and parental involvement,
- An instructional program for first grade through high school students, and
- Health support services.

Recruitment and Parental Involvement

In order to be eligible for the services provided by the Migrant Program, the parents (guardians) of the student have to complete a Certificate of Eligibility/Identification. Home visits to parents are made throughout the year as new migrant students are located and identified. When the Eligibility/Identification forms are completed, they are sent by the MSRTS Clerk to the Region XIII Education Service Center for entry into the MSRTS data bank in Little Rock, Arkansas.

The Chapter 1 Migrant legislation requires that staff consult parents in planning, operating, and evaluating the program. The Migrant legislation also requires a Districtwide Parental Advisory Council (PAC). In this manner parents can advise the District in its planning and operation of the program, as well as receive up-to-date information and training on areas of interest--helping children with reading and mathematics at home, etc.

Program Description continued

Instructional Program

Grades 1-6

The instructional emphasis at these grade levels is supplementary oral/written communication skills in coordination with the regular school curriculum.

Grades 7-12

The instructional emphasis at these grade levels is supplementary communication skills in coordination with the regular school curriculum.

Health Services

The Migrant Program provides health benefits to migrant students who are in need of them. The half-time Migrant Program Nurse screens and examines the migrant students with a focus on currently migratory students.

This plan contains summary information from the ECIA Chapter 1/Chapter 1 Migrant 1990-91 Evaluation Design (ORE Publication 90.02).

Decision Question 1 Should the Chapter 1 Migrant Supplementary Reading Instruction Component be modified? If so, how?

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1. Were the achievement objectives met at	
· Grades 1-6?	. ITBS (April)
· Grades 7-8?	. Tests of Achievement and Proficiency (TAP) (May)
· Grades 9-12?	
1-2. How do the gains/achievement scores made this year by Migrant students in grades 1-12 compare with the gains/achievement scores in 1989-90?	· ITBS (April) · TAP (May)
1-3. What have been the long-term effects of participation in the Migrant Supplementary Reading Instruction Component on migrant students' achievement?	· Migrant Student Master File (ongoing)
1-4. How do the achievement gains made by Chapter 1 Migrant students compare with gains by Chapter 1 students?	· Record of Student Services (ROSS) (ongoing) . Migrant File (ongoing) . ITBS (spring)
1-5. How successful was the implementation of the Supplementary Reading Instruction Component?	
· What concerns/strengths were identified by Chapter 1 Migrant teachers?	. Chapter 1/Chapter 1 Migrant Teacher Survey (spring)
· What concerns/strengths were identified by Chapter 1 Migrant staff?	. Administrative Staff Interview (spring)

Decision Question 1

Should Chapter 1 Migrant Supplementary Reading Instruction Component be modified? If so, how?

EVALUATION QUESTIONS		*INFORMATION SOURCES*
1-6.	How many 1-12 students did Migrant teachers and tutors serve?	· ROSS (ongoing)
1-7.	What percentage of migrant students (1-6, 7-8, 9-12) served by a Migrant teacher were served by each instructional method (lab, team teaching, special class, and other)? How does this compare with 1989-90?	· ROSS (ongoing)
1-8.	What number and percentage of migrant students received supplementary instruction from another source?	· Overlap Study (Dec)
1-9.	What is the average cost of the program per estimated student contact hour?	· ROSS (ongoing) · Migrant Application for Funding (August)
1-10.	How many students were served by the Migrant Program by age, gender, grade, and ethnicity?	· ROSS (ongoing)
1-11.	How were the elementary Migrant instructional funds spent?	· Administrative Staff Interview (spring)

Decision Question 2

Should the Health Services Component be modified? If so, how?

EVALUATION QUESTIONS	*INFORMATION SOURCES*
2-1. Were the component's objectives met?	· Migrant Health Services (ongoing)
2-2. What services did migrant students receive?	· Migrant Health Services Form (ongoing) · Migrant Student Master File (ongoing)
2-3. How many migrant students (by grade, gender, and ethnicity) were served by the Migrant Nurse?	· Migrant Health Services Form (ongoing)
2-4. How successful was the implementation of the Health Services Component?	
. What concerns/strengths were identified by program staff?	. Administrative Staff Interview (spring)

Decision Question 3 Should the Parental Involvement Component be modified? If so, how?

EVALUATION QUESTIONS	*INFORMATION SOURCES*
3-1. Were the component's objectives met?	. PAC Records (ongoing) . Administrative Staff Interview (spring)
3-2. How many Migrant Districtwide PAC meetings and training sessions were held between August 27, 1990 and May 31, 1991?	. PAC Records (ongoing)
3-3. Did more migrant parents attend Districtwide PAC meetings during 1990-91 than during 1989-90?	· PAC Records (ongoing)
3-4. How successful was the implementation of the Parental Involvement Component?	
. What concerns/strengths were identified by program staff?	· Administrative Staff Interview (spring)

Decision Question 4 Should the Migrant Student Record Transfer System (MSRTS) Component be modified? If so, how?

EVALUATION QUESTIONS	*INFORMATION SOURCES*
4-1. Were the component's objectives met?	· MSRTS Records Review (ongoing)

Information Need

TEA Report - 1990-91 School Year

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1. What is the total number of eligible migrant students identified . Regular term? . Summer term?	· Migrant Student Master File (ongoing)
2. How many migrant students participated in gifted and talented programs . Regular term? . Summer term?	· Gifted & Talented Records (ongoing)
3. How many migrant seniors graduated . Regular term? . Summer term?	· Student Master File (ongoing) . Migrant Student Master File (ongoing)
4. How many migrant s s in grades 2-12 (by grade) who were served by a Migrant teacher had pretest scores in 1989-90 and posttest scores in the 1990-91 school year?	· ITBS (spring) . TAP (spring)
5. For the students in Question 4 what was their pretest NCE average by grade for 1989-90?	. TAP (spring) . ITBS (spring)
6. For the students in Question 4, what was their posttest NCE average by grade for 1990-91?	. ITBS (spring) . TAP (spring)
7. For those students in Question 4, what was their NCE average gain/loss by grade for 1990-91?	. ITBS (spring) . TAP (spring)

Information Need

TEA Report - 1990-91 School Year

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
8.	For those students in Question 4, who were served by a Migrant teacher in 1990-91 and who have a test (spring) score, what was their NCE average by grade for 1990-91?	. ITBS (spring) . TAP (spring)
9.	For those students in Question 8, what was their NCE gain/loss by grade for 1990-91?	. ITBS (spring) . TAP (spring)
10.	For those students in Question 4, who were not served by a Migrant teacher and who have a 1990-91 test score, what was their NCE gain/loss by grade for 1990-91?	. ITBS (spring) . TAP (spring)
11.	For those students in Question 8, what was their NCE gain/loss by grade for 1990-91?	. ITBS (spring) . TAP (spring)
12.	What is the average number of essential elements presented to migrant students in summer school?	. Secondary Student Grade Reporting File (SSGR) (summer)
13.	What is the average number of essential elements mastered by secondary migrant students during summer school?	. SSGR (summer)

Information Need

Needs Assessment

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1. How many migrant students will be enrolled in each school (by grade) in the 1991-92 academic year?	· Migrant Student Master File (ongoing)
2. What is the achievement level of migrant students by school and by grade?	· Migrant Student Master File (ongoing) · ITBS (April) · TAP (May)
3. What compensatory programs served migrant students at each grade for each school? How many migrant students were served by each?	· Overlap Study (December)

CHAPTER 2 FORMULA

EVALUATION PLAN

Contact Person:
Nancy Baenen

PROGRAM DESCRIPTION

Chapter 2 Formula is authorized through the Elementary and Secondary Education Act of 1965 (ESEA)) as amended by P.L. 100-297 in 1988. States earn Chapter 2 funds based on their school-age population. States, in turn, allocate at least 80% of these funds to local school districts based on enrollment.

Chapter 2 funds can support programs or services in several categories. The categories, and AISD programs in each, are shown below.

At-Risk Students
- Elementary computer-assisted instruction labs--Blanton Wicat lab, Read Bridge lab, and Blackshear Writing to Read lab
- Extracurricular transportation
- Comprehensive Competencies Program at Johnston High School
- Rainbow Kits

Staff Development
- Spanish Academy
- Middle school advisory curriculum

Innovative Projects
- Pre-K supplements
- Technology education
- Multicultural/special purpose buses

Personal Excellence
- Academic Decathlon

Instructional Materials
- Library resources
- Private schools

In 1990-91, the Austin Independent School District (AISD) will receive about $575,000 through Chapter 2 (plus funds rolled forward from 1989-90). Funds allocated per component vary considerably, from over $100,000 for extracurricular transportation to about $5,000 for middle school training. In addition to the components listed above, some funds are used for evaluation and management of Chapter 2. Evaluation information will be provided through the half-time Chapter 2 research analyst.

Educational Issue 1

ACADEMIC DECATHLON: Is this program contributing to academic excellence at the secondary level in AISD? Should the program be continued in its present form?

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1. What is the Academic Decathlon? Which schools were active in the program? How many staff were involved? How many students were recruited , practiced, and participated? What was student representation in terms of ethnicity, sex, and grade? What was the cost per student?	• Program Records (February) • Survey Program Coaches
1-2. Did the program function smoothly? Were recruitment efforts successful?	• Survey Program Coaches • Interview Coordinator • Districtwide Staff Surveys (February)
1-3. Was the Decathlon effective in promoting academic excellence?	• Districtwide Surveys • Interview Program Coordinator • Medals Won (February, April)

Educational Issue 2

ELEMENTARY COMPUTER LABS: Are these labs contributing to the educational experience and academic performance of at-risk students at Blanton, Read, and Blackshear? Do these labs represent viable models for other elementary schools in AISD?

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
2-1.	What was the nature of each lab? What subject areas were covered? What did Chapter 2 provide for the labs? At what cost (overall and per student)?	• Survey, Interview of Principal/Aide (December) • Grants Administrator Records (May)
2-2.	What were the duties of the aides? When was service first provided to students in each lab? How were lessons in the labs coordinated with those of the classroom? How often were students taught in the labs? How long were sessions?	• Survey/Interview of Principal/Aide (December)
2-3.	Which students went to the labs? How many were served per grade? By ethnicity?	• Survey/Interview of Principal/Aide (December) • Rosters • GENESYS (April, June)
2-4.	Were the labs effective in improving students' academic performance in the classroom?	• Districtwide Staff Surveys • Staff Interview (April)
2-5.	Were the labs effective in improving students' achievement scores beyond what could be predicted for them?	• GENESYS, ROSE (June)

Educational Issue 3

COMPREHENSIVE COMPETENCIES PROGRAM (CCP) AT JOHNSTON: Is this lab contributing to the academic performance of high-risk students at Johnston? Is it reducing the likelihood that participants will drop out? Does the lab represent a viable model for other AISD secondary schools?

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
3-1.	What does the Johnston Computer Lab provide? What types of students are eligible? How long are students generally served? What did Chapter 2 fund? At what cost (per student)?	• Staff Interview (November)
3-2.	What are the duties of the Management Information Specialist (MIS) and teacher? How do duties relate to dropout prevention? How is the coursework in the lab coordinated with other classes?	• Staff Interview (November)
3-3.	How were students selected for the lab? In 1990-91, how many enrolled overall? How many enrolled by the end of the first six weeks of each semester? How many enrolled thereafter? How many students left the lab during each semester?	• Staff Interview (November) • Program Records • Student Grade Report (SGR) File • GENESYS (February and June)
3-4.	What were the characteristics of students enrolled by the end of the first six weeks of each semester? Of all students? • Sex • Ethnicity • Age • LEP • Dropout risk • Pregnancy status • Grade • Other?	• GENESYS (February and June)

Educational Issue 3 Continued

EVALUATION QUESTIONS	*INFORMATION SOURCES*
3-5. How many students enrolled in the lab in 1990-91 dropped out by the end of the fifth six weeks of 1990-91? How many students enrolled in CCP in 1989-90 were still in school as of the fifth six weeks of 1990-91?	• Dropout File (June) • GENESYS (June)
3-6. How many spring, 1990 and fall, 1990 CCP students dropped out by the end of the semester of service compared to what was predicted for these groups?	• Dropout File (March)
3-7. Does the CCP Lab improve students': · Credits earned · Grade point average · Attendance · Discipline referrals? What changes occurred for these variables the semesters before, during, and after CCP participation ?	• GENESYS (February)
3-8. Did students perform well in the lab courses? How many had passing grades but excessive absences (NG's)?	• Program Records (February)
3-9. Was the lab viewed as effective in decreasing the risk of dropping out by students and staff?	• Staff Interviews • Student Survey/Interview • Districtwide Staff Surveys (January, April)

Educational Issue 4

EXTRACURRICULAR TRANSPORTATION: To what extent does this service enable students to participate in extracurricular activities?

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
4-1.	How many bus runs were paid for with Chapter 2 funds? How many individual students rode the bus? What was the cost per student?	• Program Records (February, June) • Districtwide Staff Surveys (April)
4-2.	Did the provision of extracurricular transportation give reassigned students an opportunity to participate in extracurricular activities?	• Districtwide Staff Surveys (April) • Student Survey (December)
4-3.	How often did reassigned students use this transportation? For what activities were the buses used?	• Districtwide Staff Surveys (April) • Student Survey (December)

Educational Issue 5

LIBRARY RESOURCES: Were the materials found to be useful? Are more needed?

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
5-1.	What types of materials were purchased with Chapter 2 funds? How were funds allocated to schools? Within schools?	• Staff Interview (April)
5-2.	How many students were impacted by the materials by grade span? At what cost (overall and per student)?	• Grants Administrator Records • Student Records Counts (April)
5-3.	Were materials viewed as effective in improving students' and staffs' access to reference materials?	• Districtwide Staff Surveys (April)

Educational Issue 6

MIDDLE SCHOOLS ADVISORY CURRICULUM: Was the curriculum provided helpful in implementing middle school advisory/homerooms programs?

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
6-1.	What curriculum was developed? What topics were covered?	• Staff Interview (May)
6-2.	Who used the curriculum?	• Staff Interview/Survey • Program Records (May)
6-3.	Was curriculum viewed as useful and effective? Should AISD continue to produce curriculum for the homeroom/advisory program?	• Staff Interview/Survey • Districtwide Staff Surveys (April)

Educational Issue 7

PRE-K SUPPLEMENTS: Was pre-K helpful to those served? Was the full-day program more effective than a half-day program would have been? Should the supplemental half day continue to be provided?

EVALUATION QUESTIONS		*INFORMATION SOURCES*
7-1.	Which schools received supplemental half-day pre-K through Chapter 2? Were units low-income, bilingual, or English-as-a-Second Language?	• Staff Interview (September)
7-2.	How many students were served? What were their characteristics (e.g., ethnicity, sex, LEP)?	• Program Records (October and May)
7-3.	What were students' gains on the Peabody Picture Vocabulary Test (PPVT-R) from fall (pre) to spring (post)? Was the extra half day of pre-K effective in increasing vocabulary gains beyond those seen for half day students? How did gains compare to previous years? To AISD full-day pre-K students overall?	• PPVT-R (June)
7-4.	Was the extra half day of pre-K viewed as helpful and effective by staff?	• Districtwide Staff Surveys (April)

Educational Issue 8

PRIVATE SCHOOLS: Were funds viewed as helpful by participating campuses?

EVALUATION QUESTIONS	*INFORMATION SOURCES*
8-1. How were private schools notified of their eligibility for Chapter 2 funds? How many were notified? How many elected to participate?	• Grants Administrator Interview (February)
8-2. What was the Chapter 2 allocation for private schools? How many students were impacted by grade? What was the cost per student impacted?	• Private School Survey • Grants Administrator Records (March)
8-3. How were Chapter 2 funds utilized? How did private schools rate the effectiveness of the materials, equipment, or library resources purchased with Chapter 2 funds?	• Private School Survey (March)

Educational Issue 9

RAINBOW KITS: Were the Rainbow Kits effective in helping at-risk students by increasing parent involvement in their education?

EVALUATION QUESTIONS		*INFORMATION SOURCES*
9-1.	What are Rainbow Kits? What was the Chapter 2 allocation to Rainbow Kits? How many students were impacted? By grade? How many schools participated? What was the cost per student impacted?	• Grants Administrator Records (December)
9-2.	How were Rainbow Kits used? How was the material coordinated with classroom curriculum and activities? How were kits distributed? What follow-up was done on use by families?	• Grants Administrator Interview (March) • Districtwide Staff Surveys • School or Central Coordinator Interviews (April)
9-3.	How effective were Rainbow Kits in increasing parent involvement? How many parents completed activities? How many activities did they complete?	• Grants Administrator Interview (March) • Districtwide Staff Surveys, Interviews or Parent Survey (April)

Educational Issue 10

MULTICULTURAL/SPECIAL PURPOSE BUSES: Did these buses improve multicultural awareness and parent involvement? Did service improve the educational experiences of high-risk students?

	INFORMATION NEEDS	*INFORMATION SOURCES*
10-1.	How were the multicultural/ special purpose buses utilized? How many students and parents used the services? By grade level?	• Survey of Program Coordinator (May) • User Survey (June)
10-2.	Was the use of funds considered effective in improving multi-cultural awareness and parent involvement?	• Districtwide Staff Surveys (April) • User Survey (May)

Educational Issue 11

TECHNOLOGY EDUCATION: What contribution did technology education make to improving the education of secondary students?

EVALUATION QUESTIONS		*INFORMATION SOURCES*
11-1.	How were technology funds utilized? How much was allocated in Chapter 2 funds?	• Staff Interview (March) • Grants Administrator Records (June)
11-2.	How many students and staff were impacted by these funds? What was the cost per student?	• Student Record Counts • Grants Administrator Records (February, June)
11-3.	Were technology education funds seen as effective?	• Staff Interview (March) • Districtwide Survey (April)

Educational Issue 12

SPANISH ACADEMY: Does the provision of this training improve students' educational experience by enabling staff to deal more effectively with Spanish speakers?

EVALUATION QUESTIONS	*INFORMATION SOURCES*
12-1. What does the Spanish Academy provide? At what cost to Chapter 2? At what cost per participant?	• Staff Interview
12-2. How many courses were offered? How many AISD personnel attended a Spanish Academy course? What positions did they hold? To what grade levels were staff assigned?	• Applications • Enrollment Form (January and June) • Rosters
12-3. Did participants and staff view the course as helpful? effective? Did participation help staff communicate with Spanish-speaking students, parents, community members, and other staff?	• Fall Course Evaluation (February) • Staff Survey/Interview (May)

Information Needs

INFORMATION QUESTIONS	*INFORMATION SOURCES*
1. Texas Education Agency Report—1990-91? · How many students were served? · By grade? · Were the programs considered effective?	• All (June)
2. Needs Assessment for 1991-92: What are the priorities for Chapter 2 funds? What was viewed as effective in 1990-91?	• Districtwide Staff Surveys • Parent Survey • Parent Advisory Council Meetings (March)

PREGNANCY, EDUCATION, AND PARENTING (PEP) PILOT

EVALUATION PLAN

Contact Person:
Nancy Baenen

PROGRAM DESCRIPTION

The Texas legislature authorized pilot projects for teenage parents (and other high-risk groups) through Senate Bill 417 (see TEC 21.114). The Austin Independent School District (AISD) was awarded a grant in January, 1990 to establish a program for middle-school-grade students who were pregnant or parents. The program actually served students in grades 8 and 9 in 1989-90 because Robbins does not serve grade 7. In addition, infants had to be under 12 months old as of May, 1990 for licensing reasons. Staff included a full-time teacher/manager, part-time nurse, and child care workers. The total amount of funding was $205,354.

The grant was renewed for 1990-91 with a tentative allocation of $246,541. Some changes were made based on experiences in spring, 1990. The grant was amended to accommodate continuing students; toddlers are now eligible as well as infants for child care. A full-time project manager and counselor are to be hired instead of one teacher/manager; more child care aides are to be hired as well (four full time and four part-time). Tutoring funds were cut; it is hoped students can be assigned student tutors through the PAL program. This will be the first full year of operation for the grant, which runs through August 31, 1991. Further state funding is not expected.

PEP supplements services provided for teenage parents through the Teenage Parent Program (TAPP). Students can participate in TAPP though the semester in which their child is born, but there has not been a middle/junior high school program to provide on-site day care and support services for these students previously. Two high schools, Johnston and Travis, offer child care for students in grades 9-12.

PEP is designed to provide maximum academic and support services to student-parents, including day care for approximately 25 infants and toddlers, occupational information, counseling, tutoring, social services (through community agencies) and nursing. PEP hopes to improve these parenting students':

- School attendance;
- Academic skills in reading, writing, mathematics, and critical thinking;
- Knowledge and skills in child development, parenting, home and family living, nutrition and individual and family health;
- Health through nursing interventions (along with the health of their infants).

Educational Issue 1

Was PEP implemented as planned? Were any changes made beneficial?

EVALUATION QUESTIONS	*INFORMATION SOURCES*
Facility	
1-1. What renovations were made to the infant center? When were the children of student-parents first served?	• Program Records (December)
Service Counts:	
1-2. How were students recruited? Approximately how many male and female students were eligible for PEP?	• Waiting List • Staff Interviews • Student Survey • Referrals (March)
1-3. How many students who were pregnant or parents enrolled in PEP? When? What were students PEIMS numbers? How many of those eligible declined?	• Enrollment Form • Referrals • Waiting Lists (October, May)
1-4. How many students signed up for and enrolled in summer school? How many completed summer school?	• Program Records (June, July)
1-5. What were the characteristics of student-parents who enrolled by:	
• Sex • Grade • Age • Ethnicity • Free-lunch status • Limited-English-proficiency (LEP) status	• GENeric Evaluation SYStem (GENESYS)
• Pregnancy status (pre- or post-delivery)	• Enrollment Form
• Dropout status (recovered) • Marital status • Number of Children	• Secondary Student Longitudinal File (SSLF) Enrollment Form (July)

Educational Issue 1 Continued

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-6. How many children were served by child care? By age (year of birth), ethnicity, sex, and handicapping condition? About how many hours per week was child care provided? How often did children attend?	• Enrollment Form • Attendance Records (May, July)
1-7. How many hours per week (on the average) did students receive the following types of instruction? When did such instruction begin? • Required • Vocational • Supplemental computer-assisted instruction (CAI) • Tutorial • Other Did students take home any materials?	• Program Records • CAI Log • Tutorial Log (December, July)
1-8. What type of support services were provided to students? About how many hours per week? • Social work • Individual counseling • Peer counseling • Self-help groups • Career counseling • Job readiness counseling • Crisis counseling • Transportation	• Program Records (December, July)

Educational Issue 1 Continued

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-9. How many parents, other relatives in the homes, or fathers of student-parents ("significant others") were involved in PEP? How were they involved? How frequently? • Notification of eligibility • Open house • Conference with staff • Counseling • Social work • Training • Directed or structured activities with students • Take-home materials • School task forces or committees • Other	• Program Records (May, July)
1-10. What training (if any) was provided to the "significant others" of student-parents? To student-parents outside school hours?	• Program Records (Agenda) (July)
1-11. How many students used buses paid for through the pilot for summer school?	• Program Records (July)
Work Preparation:	
1-12. What work-related training or career exploration activities were provided to student-parents? How many were involved?	• Program Records • Staff Interview (December, May, July)

Educational Issue 1 Continued

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-13. How many student-parents who were 16 or over were employed upon entry to the program? How many were placed in a job through the program (by the end of the semester and the end of the summer session)? How many were placed through the Texas Employment Commission (TEC)?	• Enrollment Form (October, May 30, July)
Public Assistance:	
1-14. How many students were receiving various community services upon program entry? At the end of the year? What methods did staff use to increase student access to community resources? What assistance is available to these students through: • AFDC supplement • Women, Infant, and Children (WIC) supplement • Attorney General's office • Clinic cards • Food stamps?	• Program Records • Enrollment Form (October, May 30, July)
1-15. How many students use public health clinics for prenatal, postnatal, immunizations, and other reasons?	• Enrollment Form (October, May 30)
1-16. How many children of students use public health clinics for well-baby care, sick-baby care, immunizations, and other reasons?	• Enrollment Form (October, May 30)

Educational Issue 1 Continued

EVALUATION QUESTIONS	*INFORMATION SOURCES*
Staff:	
1-17. How many staff were involved directly in PEP by funding source (pilot or local funds)? How many FTE's (full-time equivalents) did staff represent? What changes in staffing were made compared to 1989-90? When were pilot staff hired?	• Program Records (February, June)
• Administrators • Teachers (by certification, years of experience in education) • Teacher aides • Curriculum specialists • Counselors • Social Workers • Registered nurses • Child care staff • Bus drivers • Other (specify)	• Personnel File
1-18. How many case managers (provided through the pilot and AISD) were assigned to the program? What were their duties? What was the staff:student ratio?	• Program Records (February, June)
1-19. What training was provided to the staff (dates, topics, number sessions, number attending, hours)? Was AAT credit approved?	• Training Form (February, June)
1-20. What was the certification and years of experience of teachers working with PEP students?	• Program Records • Personnel Files (February)

Educational Issue 1 Continued

EVALUATION QUESTIONS	*INFORMATION SOURCES*
Community Support:	
1-21. What businesses/agencies/ organizations/visiting physicians or medical staff were involved in the program (number and names)? How? • Medical/clinic services • Child care services • Transportation • Counseling • Case management • Donations of equipment • Cash donations • Advisory services • Human resources (time/labor) • Testing • Other	• Outside Agency Log (January, June)
1-22. How many volunteer organizations supported PEP? How many volunteers were: • University students, • University faculty/staff, • Community members, • Students, • Parents, • Other?	• Outside Agency Log (January, June)

Educational Issue 1 Continued

EVALUATION QUESTIONS		*INFORMATION SOURCES*
Services to Students:		
1-23.	What services were provided to students? What materials, methods, and techniques were used to encourage academic achievement and graduation? How many tutorial sessions were provided?	• Program Records • Staff Interviews (May 30, July) • Tutorial Log (January, July)
1-24.	How were PEP and regular AISD health services coordinated?	• Staff Interview (April)
1-25.	How were PEP and regular AISD general and vocational courses and services coordinated?	• Staff Interview (April)

Educational Issue 2

How effective was PEP? Should the program continue as is or be modified, or discontinued? Should it be recommended for replication in other districts?

EVALUATION QUESTIONS	*INFORMATION SOURCES*
2-1. Were the following program objectives met?	
• To provide support services for middle/junior high school parenting students?	• Enrollment Forms • Staff Interviews • Program records • Outside Agency Log (October, May, July)
• To provide child care services for parenting students in a school setting?	• Program Records • Enrollment Forms (February, July)
• To improve school attendance of parenting students between 1989-90 and 1990-91? Compare to student-parents in TAPP in the same grades?	• GENESYS (July)
• To improve parenting students' academic skills in reading, writing, mathematics, and critical thinking, especially as reflected in grades and credits?	• Student Report Cards • Staff Interviews • Student Survey (May) • GENESYS (January, May)
• To improve parenting students' knowledge and skills in child development, parenting, home and family living, nutrition, and family health?	• Student Survey (May) • Student Report Cards (January, May)
• To improve parenting students' health, as well as their babies' health, through nursing interventions?	• Enrollment Form • Program Records on Nursing (May, July)
• To provide employability and occupational information for middle school/junior high parenting students?	• Program Records (see EQ 1-7, 1-8, 1-12, 1-13) (May)
• To provide required staff development for project personnel?	• Program Records (see EQ 1-19) (May)

Educational Issue 2 Continued

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
	• To coordinate with local agencies offering programs for pregnant and parenting students?	• Program Records (Advisory committee list, meeting agenda, attendance records) (see EQ 1-21, 1-22) (May, July)
	• To provide an end-of-year evaluation report?	• Evaluation Report (August, November)
2-2.	How many student-parents left PEP after enrolling? Why? • Services declined • Withdrawal from AISD • No longer eligible • Successfully exited • Dropped out of school • Entered GED Program	• Enrollment Form • SSLF (February, June)
2-3.	Was PEP able to keep students in school? What was the dropout rate for students while in the program? Did any students leave the pilot but later return? Does the PEP dropout rate compare favorably to that for TAPP for students in the same grade?	• SSLF • GENESYS (February, July)
2-4.	Were any students suspended or expelled while in the program? How does this rate compare to TAPP?	• Program Records • Office of Student Affairs File (June)
2-5.	Did any students become pregnant while participating in the pilot?	• Enrollment Form • Staff Interview (May)

Educational Issue 2 Continued

EVALUATION QUESTIONS		*INFORMATION SOURCES*
2-6.	How many ninth graders enrolled had passed the TEAMS? Were students who failed one or more sections assigned to courses, tutoring, or other activities which might improve these skills? Was any preparation for TAAS provided? How did those tested on TAAS perform? Compared to AISD overall?	• TEAMS File • TAAS File • Program Records • Staff Interviews (January)
2-7.	Did students make satisfactory academic progress? How many were promoted or placed in the next grade? Did any graduate or obtain a GED? How many courses did they take? How many courses did they pass and fail? How many credits did students earn (half credits for grades 9-12)? What was their grade point average? Compared to 1989-90? Compared to TAPP? How many summer school credits (if available) were earned?	• GENESYS (July)
2-8.	What was the enrollment status of students 12 weeks after leaving the program?	• Program Records • Enrollment Form • SSLF (September, Ongoing)
2-9.	Did the program help students become more productive citizens?	• Data from other EQ's: Dropout (SSLF), Attendance (ATND), Career preparation, Grades (SSGR), Student Survey/Interview, Staff Interview

Educational Issue 2 Continued

EVALUATION QUESTIONS	*INFORMATION SOURCES*
2-10. What were the start-up and on-going costs of the project in terms of time, facilities, training, and evaluation?	• Program Records • Finance Records • Staff Interviews (June)
2-11. What problems were encountered with the program? What recommendations were made for improvement?	• Staff Interviews (July)
2-12. Could and should the program be replicated in other sites? What were the unique characteristics of the district, students, and resources? Can the program continue in AISD with local funding? In what form?	• All sources (June)
2-13. Was the program considered effective? What program aspects seemed most effective? Were staffing and other changes considered beneficial?	• All sources (June)

Information Needs

	INFORMATION NEEDS	*INFORMATION SOURCES*
1.	How many students in AISD are pregnant or student-parents? By grade level?	• Travis County Health Department • High School Student Survey (March)
2.	What programs have been successful nationally in reducing pregnancy rates?	• Literature Review • Program Staff (May)
3.	What programs have been successful nationally in helping student-parents succeed in school and graduate?	• Literature Review • Program Staff (May)
4.	What were the reading and mathematics NCE scores of PEP students tested both in 1989-90 and 1990-91 with either the TAP or ITBS (same test both years)? How did these scores compare to those of same-grade students in TAPP at St. John's?	• ITBS • TAP • NCE Conversion Chart (July)

TITLE VII

EVALUATION PLAN

Contact Persons:
David Wilkinson
Roxane Smyer

PROGRAM DESCRIPTION

AISD has received a new three-year grant for the Title VII program. The program is directed at limited-English-proficient (LEP) students at three high school campuses, Austin, Lanier, and Reagan. Increasing numbers of immigrants are enrolling at these three schools. All language backgrounds are eligible for the program, but Spanish is the primary language spoken by most immigrant students. Students targeted for the program, in addition to being LEP are also newcomers to the United States. For the purposes of the program, a newcomer is defined as a student who has been in the United States for a year or less. The newcomer students typically have little or interrupted schooling in their countries of origin and are, in some cases, illiterate.

Title VII hopes to improve the English language proficiency and achievement skills of these targeted newcomer Spanish-speaking, LEP students. The program will provide a sheltered environment for these students. Class sizes will be small--approximately- 10-12 students. The students will receive four hours of intensive English instruction each day (to include listening, reading, writing, grammar, and vocabulary). In addition to the English classes, students are enrolled in a physical education class and two hours of content classes of native language instruction or a combination of both. There is one teacher and one teacher aide at each campus. The program students will be put into regular ESL classes at the end of the year. Approximately 75 students will be served by the program.

Key Issue 1

Should the Title VII Program be continued as it is, modified, or discontinued?

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1. What were the characteristics of the Title VII students in terms of: • Number of students served? • Length of time in the United States? • Countries of origin? • Urban or rural setting? • Amount of schooling in their home country? • Percentage overage for grade?	• Program Records • Teacher Intake Interviews
1-2. What were the raw score English proficiency gains, on the average, for Title VII students?	• English Language Assessment Battery (LAB)
1-3. What was the grade point average for program students? What was the grade point average for program students in classes other than ESL classes? What was the average number of credits earned by program students?	• Student Grade Report File (SGR) • Office of Research and Evaluation Generic Research Evaluation System (GENESYS)
1-4. What did Title VII students think of the program? Did the students feel welcome in their schools? Were program students more confident about staying in school as a result of Title VII? Did the aide help the students? How did the aide interact?	• Student Survey (March)
1-5. How many teachers attended the workshops sponsored by the Title VII program? What did teachers think of these workshops?	• Attendance Records • Evaluation Forms

Key Issue 1 Continued

EVALUATION QUESTIONS		INFORMATION SOURCES
1-6.	To what extent did aides use Title VII funds available to attend college? What courses did teachers take?	• Budget Expenditures • Staff Interviews
1-7.	How many Title VII parents attended the parenting workshops sponsored by the Title VII program? What was their opinion of each workshop?	• Staff Interviews • Attendance Records • Workshop Evaluation Forms
1-8.	What concerns/strengths about the implementation of the program were identified by: • Program administrators? • Program teachers? • Program teacher aides?	• Staff Interviews
1-9.	What was the 1990-91 budget for Title VII? What did the funds provide? What was the cost per student?	• Title VII Budget • Program Records
1-10.	How effective was the aide as a part of the Title VII program?	• Administrator Interviews • Project Records
1-11.	How did Title VII students perform on academic measures of success compared to similar LEP students?	• GENESYS

SCHOOL-COMMUNITY GUIDANCE CENTER

EVALUATION PLAN

Contact Person:
Lydia Williams-Robertson

PROGRAM DESCRIPTION

This evaluation plan is a preliminary one because the 1990-91 grant application is currently being processed by the Texas Education Agency. The plan will be finalized when the application is approved.

The School-Community Guidance Center (SCGC) provides support services for students attending the alternative Learning Center (ALC) and Gardner-Betts House (GBH) because of delinquent behavior or contact with the juvenile justice system. Three project specialists serve as liaisons between AISD, students, and community agencies. Two provide counseling and tutoring services at the ALC; one provides educational services at GBH.

In 1990-91 the ALC will be implementing a behavior change program including:

- A modified referral process, providing home school with alternatives to removal of those students committing non-dangerous offenses.
- A level system in which a student's length of stay at the ALC will be contingent upon meeting a specific set of behavioral criteria for a specific number of days.
- Joint programming with the Travis County Juvenile Court, to provide services for those students who can be served neither in a regular, nor in an alternative setting.

This evaluation will study short- and long-term effects of the program. In addition to looking at the characteristics of the students, the evaluation will examine their attendance rates, school performance, recidivism, contacts with juvenile justice authorities, follow-up contacts, and dropout rates, as well as the new behavioral components. Evaluation resources include one half-time evaluation associate funded by the grant, with supervision provided by the Systemwide Evaluation evaluator.

Decision Question 1

Should changes be made in the way students are identified or placed in the SCGC program?

Date needed: June, 1991

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
D1-1.	How many students were assigned to the SCGC at the ALC? How many were served at GBH?	• Student Referral Forms • GBH Logs • Staff Interviews
D1-2.	What were the characteristics of SCGC students: • By grade? • By ethnicity? • By age? • By gender? • By offense • By income status?	• Student Referral Logs • GBH Logs
D1-3.	How many students had previous referrals to the ALC?	• Student Referral Forms • GBH Logs
D1-4.	From which schools were students referred to the ALC? How many students were referred from each school?	• Student Referral Forms
D1-5.	For what offenses were students referred to the SCGC? How do offenses this year compare to the previous year?	• Student Referral Forms • GBH Logs
D1-6.	How many ALC students were referred, at least in part, because of contact with juvenile justice system authorities?	• Student Referral Forms
D1-7.	What was the cost of the program?	• Budget Records

Decision Question 2

How can the School-Community Guidance Center's focus on improving problem behaviors be enhanced?

Date needed: June, 1991

EVALUATION QUESTIONS	*INFORMATION SOURCES*
D2-1. What services did the SCGC program staff provide?	• Staff Interviews • Activity Logs
D2-2. What training did the program staff receive? What recommendations did the staff offer for improvement of the SCGC?	• Staff Interviews • Activity Logs
D2-3. What behavioral programs were implemented at the ALC? How effective were they in improving student academic performance? Decreasing disruptive behavior? Decreasing contact with the juvenile justice system?	• Program Records • Attitude Scale • Staff Interviews
D2-4. What services were provided for summer school students? How many students were served?	• Staff Interviews • Summer School Activity Logs
D2-5. Which agencies outside AISD were used as resources for students who needed further assistance? How many students were referred?	• Activity Logs • Staff Interviews • Student Referral Forms
D2-6. How many students had further contact with GBH after enrollment in the ALC?	• GBH Logs
D2-7. How many ALC students dropped out of school during the semester of enrollment? How does this figure compare to last year's ? How does it compare to AISD's overall dropout rate?	• District Files • AISD's Dropout Report

Decision Question 2 Continued

EVALUATION QUESTIONS	*INFORMATION SOURCES*
D2-8. When students exited from the ALC, how many: a) Returned to campus? b) Transferred to another alternative program? c) Graduated? d) Were expelled? e) Moved out of AISD? f) Were committed to another institution? g) Dropped out of school? h) Remained at the ALC?	• Student Referral Forms • Project Specialist Follow-up
D2-9. What are student opinions about the programs? Employee opinions?	• Student Survey • Employee Survey

Decision Question 3

How effective are AISD's and SCGC's follow-up services in helping students readjust to their home campuses? (Students enrolled spring, 1990 and fall, 1990).

Date needed: June, 1991

EVALUATION QUESTIONS	*INFORMATION SOURCES*
D3-1. What follow-up services were provided by SCGC staff? By the home schools?	• Staff Interview • District Survey
D3-2. Twelve weeks after exiting from the ALC in spring and fall, 1990 how many students were: a) At their home schools? b) Enrolled in another program? c) Expelled? d) Moved out of AISD? e) Committed to another institution? f) Dropped out of school? g) Returned to ALC?	• Follow-up Forms
D3-3. Of the students still in school 12 weeks after exiting from the ALC, was their attendance better, worse, or unchanged?	• Attendance File
D3-4. What was the school performance of all enrolled students before, during, and after enrollment in the ALC? (Spring and fall, 1989)	• GENeric Evaluation SYStem (GENESYS)
D3-5. Of the students still in school 12 weeks after exiting from the ALC, was their school performance better, worse, or unchanged?	• GENeric Evaluation SYStem (GENESYS)
D3-6. What was the status (in school or dropout) at the end of the 1990-91 school year of students who were enrolled at the ALC any semester since spring, 1986?	• Secondary Student Longitudinal File

PROJECT GRAD (Grant Research About Dropouts)

EVALUATION PLAN

Contact Persons:
Linda Frazer
Bridget Stewart

PROGRAM DESCRIPTION

In 1988 federal funds were obtained through the School Dropout Demonstration Assistance Program to augment the District's dropout prevention efforts through the use of dropout intervention specialists and through an enhanced evaluation capability to improve the identification of at-risk students and to evaluate a variety of dropout prevention programs. The School Dropout Demonstration Assistance Program began operating in 1988-89 as Project GRAD (Grant Research About Dropouts), and is now in its third year. The program has three goals:

- To provide AISD schools with an increased capacity to keep students in school by piloting the use of dropout intervention specialists. The specialists will work with a targeted population of at-risk students by providing academic and personal counseling assistance. Currently, AISD has at-risk coordinators at each campus who identify and work with at-risk students. The specialists are additional personnel who will provide more intensive assistance to students.
- To examine and improve the procedures for identifying at-risk students and using the available information to make appropriate intervention decisions with the students.
- To enhance both the understanding of the effectiveness of several of the District's ongoing programs and our capacity to conduct evaluations of similar programs in the future.

While a variety of questions is included in this plan, the evaluation of Project GRAD for 1990-91 will focus on three areas:

- The effectiveness of the efforts of the dropout intervention specialists,
- Improving the identification of at-risk students with an emphasis on better information reporting leading to better intervention strategies, and
- Learning about the effectiveness of various dropout intervention programs.

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Program Description Continued

The secondary programs and projects to be examined are:

- Academic Incentive Program (AIP)
- Alternative Learning Center (Behavioral)
- Alternative Learning Center (Overage)
- Block Project
- Communities in Schools (CIS)
- Coordinated Vocational Academic Education (CVAE)
- Evening School
- Hispanic Student Scholarship Initiative (HSSI)
- Intervention Specialists
- Mentor
- Peer and Assistance Leadership (PAL)
- Practical, Effective, Appropriate Knowledge (PEAK)
- Project Touch
- Renaissance
- Robbins
- Teen Parents Center
- Transitional Academic Program (TAP)
- Work Incentive Program (WIN)
- Zenith Diploma

Education Issue 1

Should the Dropout Intervention Specialists component of Project GRAD be continued as presently implemented, be modified, or be discontinued? Should local or external funds be sought to fund continuation of this component?

Dates needed: January, 1991 and August, 1991

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1. Did the dropout rate decline as a result of the efforts of the intervention specialists?	· Project Records · Six Weeks Dropout Files · Staff Interviews
1-2. Were the intervention specialists successful in getting dropouts to return to school?	· Project Records · Six Weeks Dropout Files
1-3. What activities contributed to the success of the intervention specialists?	· Project Records · Staff Interviews

Education Issue 2

Should the At-Risk Identification component of Project GRAD be continued as presently implemented, be modified, or be discontinued? Should local or external funds be sought to fund continuation of this component?

Dates needed: January, 1991 and August, 1991

EVALUATION QUESTIONS		*INFORMATION SOURCES*
2-1.	Are we identifying the students who are really at risk? If not, how can we better identify them?	· Longitudinal Dropout File · At-Risk File · Home/School Services File
2-2.	Which of the State criteria for being at risk, and in what combination, are most predictive of dropping out in AISD?	· Longitudinal Dropout File · At-Risk File
2-3.	What other factors predict being at-risk for dropping out?	· Dropout File · District Data Files
2-4.	Are the students effectively matched with available dropout prevention programs?	· Student Survey · Program Records · Student Master File (SMF)

Education Issue 3

Should the dropout prevention programs and projects in AISD be continued as presently implemented, be modified, or be discontinued? Should additional local or external funds be sought?

Dates needed: January, 1991 and August, 1991

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
3-1.	What were the characteristics (i.e. grade, ethnicity, sex, achievement, attendance, discipline rates, and grades/credits,) of the students served by the dropout prevention and intervention programs?	· GENESYS
3-2.	What were the 1989-90 dropout rates for participants in dropout prevention programs?	· GENESYS · Dropout Files · Program Records · SMF
3-3.	Which dropout prevention programs are effective? Which are ineffective?	· GENESYS · Staff Interviews · Program Records · SMF
3-4.	Which schools are the most effective in lowering their dropout rate? Why?	· GENESYS · Staff Interviews · Program Records · SMF

DRUG-FREE SCHOOLS

EVALUATION PLAN

Contact Persons:
Roxane Smyer
David Wilkinson

PROGRAM DESCRIPTION

This evaluation plan is preliminary because the 1990-91 grant application is now being processed by the Texas Education Agency. The plan will be finalized when the application is approved. This will be the fourth year that AISD has received these grant monies. The grant provides a full-time evaluation associate.

AISD receives federal funds under the terms of the Drug-Free Schools and Communities (DFSC) Act of 1986 (P.L. 99-570) for the purpose of supplementing District efforts to eliminate abuse of drugs or alcohol from school campuses. AISD's efforts for drug and alcohol abuse prevention are coordinated through the Prevention and Remediation in Drug Education (PRIDE) program. Other District efforts are placed within this broad umbrella. PRIDE consists of curriculum materials, presentation, and school activities aimed at drug abuse prevention. Funds are also used for support groups, counselor training, and consultants performing specialized functions. DFSC monies provide substantial funding for two special programs, Peer Assistance Leadership (PAL) and Drug Abuse Resistance Education (DARE).

- Peer Assistance Leadership (PAL) uses trained secondary students to help other students deal effectively with problems that impede success in school, including drugs or alcohol.
- Drug Abuse Resistance Education (DARE) is a 17-week educational program that represents a joint effort by AISD and the Austin Police Department to teach fifth and some sixth graders about the harmful effects of drugs and alcohol. This year DARE has expanded to the seventh-grade level with a ten-week curriculum. DARE, taught by police officers, focuses on cognitive and behavioral skills that enable students to resist involvement with drugs and alcohol. AISD coordination is provided through the Office of Student Affairs (OSA).

In addition, DFSC monies flow to these AISD offices and departments: the Office Student Support Services (OSSS), Elementary and Secondary Education. Numerous AISD administrators and staff are involved in the implementation of grant-funded activities. There is outside involvement from students and parents, medical and health professionals, and various relevant community agencies, including the Austin Police Department and other law enforcement agencies. Many of those involved in one or more of the Drug-Free Schools Programs work on a voluntary basis.

Key Issue 1

Should Drug-Free School funds continue to be used in the same way or should use be modified?

EVALUATION QUESTIONS		*INFORMATION SOURCES*
1-1.	Are program administrators satisfied with AISD's drug- and alcohol-related programs? What changes are advisable in AISD's efforts in 1990-91, especially in the use of DFSC funds?	• Administrator Interview
1-2.	How effective do parents, students, and teachers indicate AISD is in fighting the problems of drug and alcohol abuse among students?	• Districtwide Parent Survey • Districtwide Student Survey • Districtwide Teacher/ Administrator Survey
1-3.	Compared to other school issues, how do drug and alcohol use rank as problems in AISD?	• Districtwide Teacher/ Administrator Survey • Districtwide Student Survey
1-4.	What is the incidence of drug- or alcohol-related offenses among AISD students in 1989-90, as compared to previous years? What percentage of students report knowing others who use drugs or alcohol? What percentage of students report using illegal drugs and alcohol?	• Office of Student Affairs (OSA) File • Districtwide Student Survey • Districtwide Teacher/ Administrator Survey • Student Use Survey
1-5.	What is the nature of drug and alcohol use among students nationally and in Texas?	• National Surveys • Texas Surveys

Key Issue 2

Are the materials, training, and curriculum provided for AISD's drug and alcohol abuse prevention efforts adequate?

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
2-1.	What materials were purchased for the Drug-Free Schools Program: a) At the elementary level? b) At the secondary level?	• Budget
2-2.	What distribution methods were used? How many times were materials used at the elementary and secondary levels?	• Materials Check-out Record • Administrator Interview
2-3.	What materials are included in a PRIDE Tub? What did the teachers find most useful? How often did teachers use these materials in their classrooms?	• Budget • Teacher Interviews
2-4.	Was adequate training provided to familiarize teachers with materials and curriculum and their proper usage?	• Teacher Interviews • Districtwide Teacher/ Administrator Survey
2-5.	What materials were purchased for the Central Resource Library? How often were they used? What did the Central Resource Library consist of?	• Purchase Records • Material Checkout Record
2-6.	What types of counselor training were provided?	• Administrator Interview
2-7.	How many counselors were trained?	• Administrator Interview
2-8.	What materials were purchased for counselor training?	• Purchase Records
2-9.	What did counselors think of the training they received?	• Staff Development Evaluation Forms

Key Issue 3

How does PRIDE contribute to AISD's goal of Drug-Free Schools?

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
3-1.	What is PRIDE?	• Project Records • Administrator Interview
3-2.	How were DFSC funds used for PRIDE?	• External Budget • Administrator Interview
3-3.	Who was served by PRIDE, and how?	• PRIDE Activities Reports
3-4.	How was PRIDE implemented in AISD? To what extent were parents involved?	• PRIDE Activities Reports
3-5.	Is PRIDE considered helpful?	• Districtwide Teacher/ Administrator Survey
3-6.	Were PRIDE materials and training adequate?	• Districtwide Teacher/ Administrator Survey
3-7.	What materials were purchased for the PRIDE library? How often were they used?	• Purchase Records • Materials Check-out Record
3-8.	How many campuses staged a presentation of "Plays for Living"?	• PRIDE Administrator Records
3-9.	What did participants think about the PRIDE conference?	• Conference Evaluation Form

Key Issue 4

How does DARE contribute to AISD's goal of Drug-Free Schools?

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
4-1.	What is DARE?	• Project Records • Administrator Interview
4-2.	How were DFSC funds used for DARE?	• External Budget • Program Records
4-3.	How many schools and how many students were served by DARE?	• Attendance Files • Officer Records
4-4.	Was DARE implemented as planned? What seemed most effective? What could be improved?	• Instructor Interview
4-5.	What did staff think of DARE?	• Districtwide Teacher/ Administrator Survey
4-6.	What did students think of DARE? Did students show increased knowledge of drug- and alcohol-related issues as a result of DARE?	• DARE Student Survey
4-7.	Are students more likely to resist negative peer influences after participation in DARE?	• DARE Student Survey
4-8.	What is the continuing effect of participation in the DARE program for those students who received the program in 1987-88 and a comparison group from the same attendance area who did not on: a) Absenteeism? b) Achievement? c) Incidence of drug and alcohol-related discipline offenses?	• DARE Student Database • Iowa Tests of Basic Skills (ITBS) File • OSA (Discipline) File
4-9.	Did fifth-grade students regard DARE differently than seventh-grade students?	• DARE Student Survey

Key Issue 5

How does PAL contribute to AISD's goal of Drug-Free Schools?

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
5-1.	What is PAL?	• Administrator Interview
5-2.	How were DFSC funds utilized in 1989-90?	• External Budget • Administrator Interview
5-3.	Who was served by PAL, and how? How many students were served for drug- or alcohol-related problems?	• PAL Coordinator Records
5-4.	What training do PAL students receive which is specifically related to drug use? How many students were enrolled in PAL classes at each campus?	• Administrator Interview • Sponsor Monthly Reports • Enrollment Records
5-5.	Do students and teachers feel that PAL is an effective way to prevent drug abuse problems?	• Districtwide Student Survey
5-6.	What is the effect of participation in the PAL program for those students who received the program in 1990-91 on: a) Achievement? b) Attendance? c) Grades/Credits? d) Dropping out? e) Retention?	• GENESYS

Key Issue 6

How do the grant-funded components of the Office of Student Support Services (OSSS) contribute to AISD's goal of Drug-Free Schools?

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
6-1.	What services/training were provided by the DFSC grant through OSSS?	• Budget • Administrator Interview
6-2.	What services were provided by the OSSS intern funded through the DFSC grant?	• Administrator Interview • OSSS Records
6-3.	At the schools served, what did staff think about the OSSS intern?	• OSSS Evaluation Forms
6-4.	What services did consultants provide?	• Administrator Interview • OSSS Records
6-5.	What support groups functioned in the schools? How many students were served?	• OSSS Records

THE NATIONAL SCIENCE FOUNDATION (NSF) GRANT FOR THE SCIENCE ACADEMY OF AUSTIN

EVALUATION PLAN

Contact Person:
Lydia Williams-Robertson

PROGRAM DESCRIPTION

The Austin Science and Mathematics Consortium, funded by a four-year grant from the National Science Foundation (NSF), will be implemented in AISD within the framework of an innovative partnership entitled Project A+ launched in the spring of 1989 by the IBM Corporation and AISD. The Consortium has two basic goals:

- To improve the skills of teachers (K-12) in science and mathematics through more effective and comprehensive application of technology tools available but underutilized in today's classrooms, and
- To increase student learning and performance in science concepts through more holistic, interdisciplinary approaches to teaching and expanded opportunities to apply concepts in real world settings.

To address these goals, the project is divided into four components:

- **Curriculum Development:** The Biological Sciences Curriculum Study (BSCS) Science For Living curriculum will be piloted at two AISD schools and evaluated for use throughout the District as an integrated science, technology and health curriculum. In addition, an interdisciplinary curriculum development process will be developed and piloted in the design of two Science Academy courses ("Planet Earth" and Physics/Technology). It will incorporate cooperative learning strategies and will serve as a model for the development of other interdisciplinary courses.

- **Staff Development:** Beginning in the summer of 1991, several training institutes are planned for selected teachers to receive training in technology and curriculum development:

  - *Technology Institute:*
    Three two-week training institutes will be held each summer to train teachers to integrate technology in their classrooms. Supplemental training will be provided by private sector participants, and follow-up activities will take place during the school year.

  - *BSCS Training Institute:*
    A summer teacher preparation institute will be held at the BSCS pilot sites for the first two years to train participating teachers in using the BSCS Science For Living curriculum.

Program Description continued

- *River Watch Institute:*
  Ten teachers (K-12) will be recruited to attend a summer institute to learn river monitoring techniques and environmental action planning.

- **Student Participation:** During the 1991-92 academic year, Science Academy students will conduct classes at elementary schools, teaching those classes whose teachers have attended one of the summer institutes, or who are using the new elementary environmental units developed and piloted through this grant. Also in 1991-92, students whose teachers attended the River Watch Institute will form monitoring teams and will carry out river monitoring and environmental action planning throughout the year, and will communicate by computer with students in Michigan, using the River Watch Network curriculum. The student participation component will not be included in this evaluation plan, because student participation will not begin until 1991-92. It will, however, be included in subsequent evaluation plans.

- **Private Sector Involvement:** Participants from the private sector will be extensively involved in all aspects of the grant:

  - Mentors from the private sector will be paired with those teachers integrating technology in their classes for the first time.

  - Scientists, technologists, and engineers from the private sector will teach at the summer institutes, and participate in follow-up activities.

  - A curriculum advisory team will be formed with representatives from local corporations, Lower Colorado River Authority (LCRA), and University of Texas at Austin faculty to assist the curriculum coordinator in the development of two new courses: "Planet Earth" and Physics/Technology.

Decision Question 1

Should the Curriculum Development component be modified or continued as is?

Date needed: September, 1991

EVALUATION QUESTIONS	*INFORMATION SOURCES*
D1-1. Which schools were selected as pilot sites utilizing the BSCS Science for Living curriculum? How were they selected? What was the composition of each in terms of ethnicity? Gender?	• Program Records • AISD Files
D1-2. How was the Science for Living curriculum rated by participating teachers?	• Teacher Survey
D1-3. How was the curriculum development process piloted in the design of the "Planet Earth" and Physics/ Technology courses? Who participated in the advisory committee?	• Program Records • Administrator Interview

Decision Question 2

Should the Staff Development component be modified or continued as is?

Date needed: September, 1991

EVALUATION QUESTIONS	*INFORMATION SOURCES*
D2-1. Who participated in planning the Technology Institute? How was the content of the workshops selected? What topics were selected? What criteria were used to select teachers to attend?	• Program Records • Administrator Interview
D2-2. How many teachers attended the Technology Institute? What were their characteristics in tems of gender? Ethnicity? Grade taught?	• Program Records
D2-3. How did teachers rate the training they received at the Technology Institute? Did teachers increase their utilization of technology in teaching science and mathematics after the training? If so, how did this impact their skills in teaching science and mathematics?	• Teacher Survey
D2-4. What criteria were used to select teachers to attend the BSCS Training Institute? How many were selected? What were their characteristics in terms of gender? Ethnicity? Grade taught?	• Program Records
D2-5. How did the teachers rate the training they received at the BSCS Training Institute? Of what value was the training? How did the teachers plan to integrate the BSCS curriculum in their classrooms?	• Teacher Survey

Decision Question 2 Continued

EVALUATION QUESTIONS	*INFORMATION SOURCES*
D2-6. How were teachers selected to attend the River Watch Institute? How many teachers attended? What were their characteristics in terms of gender? Ethnicity? Grade taught?	• Program Records • Administrator Interview
D2-7. How did participating teachers rate the training they received at the River Watch Institute? How did attending the Institute impact their awareness of environmental issues? Did the teachers plan to continue their river monitoring activities throughout the year?	• Teacher Survey

Decision Question 3

Should Private Sector Involvement be modified or continued as is?

Date needed: September, 1991

EVALUATION QUESTIONS	*INFORMATION SOURCES*
D3-1. How were linkages developed among teachers, students, university faculty, and private sector leaders which were directed toward better teaching and learning?	• Program Records • Administrator Interview
D3-2. How many private sector participants were there? From which companies?	• Program Records

TITLE II MATHEMATICS AND SCIENCE TEACHER TRAINING

EVALUATION PLAN

Contact Person:
Paula Marable

PROGRAM DESCRIPTION

Elementary and Secondary Education Act (ESEA) Title II is a 12 month project for the improvement of mathematics and science teaching in grades pre-K through 12 and was designed to serve all elementary and secondary mathematics and science teachers in the Austin Independent School District. Its purpose is two-fold:

(1) To provide for teacher training for grades pre-K through 12, and

(2) To develop scopes and sequences for elementary and secondary science, grades pre-K through 6 and grades 7 and 9.

All 65,090 students and 2,556 elementary and secondary mathematics and science teachers in the District are to be served. From July 1990, to June 1991, Title II funds are to provide:

- **Staff development workshops** to acquaint teachers with the latest developments in instructional techniques and materials in their field,
- **Consultants to develop science scopes and sequences** to establish a formalized science curriculum throughout the District,
- **Funds for teachers to attend professional conventions** to provide for teacher involvement within their profession,
- **Materials** to accompany training in new methods of instruction, and
- **Tuition/stipends** for teachers to attend staff development workshops.

Key Issue 1

Did elementary and secondary teachers of mathematics and science receive effective training?

Date Needed: June, 1991

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1.	When and where did the staff development workshops occur? How many were offered? How many teachers participated? How many trainers were involved?	· Administrator Interviews · Project Records · WorkshopRosters
1-2.	Teachers received training in what areas, on what topics, with what materials?	· Workshop Questionnaires
1-3.	How did teachers think the training would change their instructional methods?	· Workshop Questionnaires
1-4.	How did teachers report that they would put the training into practice?	· Workshop Questionnaries
1-5.	How many teachers attended the professional conventions? What were the evaluations of the conventions?	· Administrative Interviews · Project Records · Convention Questionnaires

Key Issue 2

Did elementary and secondary mathematics and science teachers receive effective materials?

Date Needed: June, 1991

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
2-1.	What materials were purchased?	· Financial Records · Administrator Interviews
2-2.	What distribution method was used? How many times were the materials used?	· Material Check-out Records · Administrator Interviews
2-3.	How often did the teachers use the materials in their classrooms?	· Teacher Questionnaires
2-4.	Were the materials compatible with the training given?	· Teacher Questionnaires
2-5.	Were the new materials effective in improving mathematics and science instruction?	· Teacher Questionnaires

Key Issue 3

Was a scope and sequence developed for secondary science, grades 7 and 9, and for elementary science, grades pre-K through 6?

Date Needed: June, 1991

EVALUATION QUESTIONS		*INFORMATION SOURCES*
3-1.	Who developed the scopes and sequences?	· Administrator Interviews · Financial Records
3-2.	What are the components of the scopes and sequences?	· Administrative Interviews
3-3.	What purpose will the scopes and sequences serve?	· Administrative Interviews
3-4.	When will the scopes and sequences be introduced into the classroom and with what students?	· Administrative Interviews

Key Issue 4

Were the elementary Gifted & Talented materials effective in improving gifted and talented instruction?

Date Needed: June, 1991

EVALUATION QUESTIONS		*INFORMATION SOURCES*
4-1.	What materials were purchased? How were they distributed? How often were the materials used?	· Administrator Interviews · Financial Records · Material Check-out Records
4-2.	How were the materials rated by the teachers?	· Teacher Questionnaires
4-3.	Were teachers trained on how to use the materials?	· Administrator Interviews
4-4.	Did teachers make a change in their teaching strategies because of the new materials?	· Teacher Questionnaires
4-5.	Were the new materials effective in improving gifted and talented instruction?	· Teacher Questionnaires

TLTG PHYSICAL SCIENCE AND TECHNOLOGY PROJECT

EVALUATION PLAN

Contact Person:
David Wilkinson

PROGRAM DESCRIPTION

The AISD TLTG Physical Science and Technology Project is a technology-based physical science curriculum targeting students at risk of dropping out. The project's major objectives are:

- To decrease the dropout rate at Robbins Secondary School,
- To increase students' science achievement,
- To increase students' positive attitudes towards science and technology,
- To increase teachers' use of technology-oriented instruction programs.

The Texas Learning Technology Group (TLTG) Physical Science Program will be the central focus of the program. The TLTG instructional program offers an innovative approach to increase students' in-depth understanding of physical science concepts, and increase students' interest in science. The program will be conducted at Robbins Secondary School during the 1990-91 school year. In 1988-89, 85.8% of Robbins' student population was identified as "at risk," compared to 46.1% of AISD students overall. Robbins offers students an alternative education plan that utilizes a contract system. Students are responsible for working individually at their own pace to accomplish the activities necessary for each course of study. A typical science class at Robbins has 13-15 students who are enrolled in different courses. There is an average of seven Physical Science students during each period. The individualization of the TLTG program should make the curriculum more useful and accessible to the students. Students will be working cooperatively, 2-3 to a computer station.

Robbins uses a contract system which specified the activities that must be completed in each unit of study. Documentation of TLTG implementation will be provided by the student contracts. The TLTG teacher will provide a set of contracts that are correlated with the TLTG Physical Science Program and state-adopted textbook. In addition, ancillary notes and recommendations will be recorded in the teacher's guide. These notes will be summarized into a handbook for distribution.

Inservice training will be provided for the TLTG teachers during the school year. In fall, 1990, the TLTG teachers will present a workshop to interested AISD teachers. The development of enrichment activities in the program will be strongly addressed. This includes the electronic networking of TLTG learning centers.

Key Issue 1

How effective is a technology-based physical science curriculum in improving the achievement in and attitude toward science of at-risk students?

Date Needed: June, 1991

EVALUATION QUESTIONS		*INFORMATION SOURCES*
1-1.	Did the project meet its objectives?	· Program Records · Interviews with Program Staff · Other Assessments as Below (April-May, 1991)
1-2.	What were the educational activities undertaken in the project?	· Program Records · Site visits · Interviews with Program Staff (April-May, 1991)
1-3.	Did the program students' science achievement improve over the previous year?	· Tests of Achievement and Proficiency (TAP) Science Test (April, 1991)
1-4.	Did the program students' science achievement differ from that of Robbins students in previous years? From the District average?	· TAP Files (April, 1991)
1-5.	Were students more knowledgeable about technology in their environment after participation in the program?	· Technology Test (May, 1991)
1-6.	Did program students evince better attitudes toward science after participation in the project?	· Student Attitude Survey (May, 1991)
1-7.	Did program students evince better attitudes toward technology as a means for delivering instruction after being in the project?	· Student Attitude Survey (May, 1991)

Key Issue 1

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-8. Did program students take more and higher level science courses than Robbins students had in previous years?	· Student Grade Reporting (SGR) File (April, 1991)
1-9. Did the dropout rate at Robbins decline?	· Fifth Six-Weeks Dropout Report · District Records (May, 1991)
1-10. Did teachers' willingness to employ technology in their instruction increase through participation in the project?	· Teacher Survey (April, 1991)
1-11. What factors need to be present to expand the program to other schools?	· Interviews with Program Staff (May, 1991)

FACULTY/STAFF RECRUITMENT PLAN

EVALUATION PLAN

Contact Persons:
Lauren Moede
David Wilkinson

PROGRAM DESCRIPTION

On August 28, 1989, the Board of Trustees adopted the recommendations of the Tri-Ethnic Task Force and directed that they be incorporated into AISD policy. Among the recommendations was an adjustment to the District's recruitment goal established in 1982. The recommendation reads as follows:

> Adjust AISD recruitment and promotion goals to reflect the State of Texas available work force in order to ensure that AISD continues to provide equal employment opportunities.

In the Department of Personnel, this recommendation is understood to refer to the most recent statewide percentages of persons currently working in education in Texas. These numbers are based on data from the Texas Education Agency's Personnel Roster. Figures for 1988-89 are reported in the 1989-90 Faculty/Staff Recruitment Report (ORE Publication No. 89.25). For professionals, the available work force in Texas (based on 1988-89 statewide percentages) is: Black, 9.4%; Hispanic, 12.6%; and Other, 78.0%. Among administrators, 1988-89 statewide percentages are: Black, 8.7%; Hispanic, 14.6%; and Other, 76.7%.

The District's progress toward these goals will be monitored.

Key Issue 1

Is AISD meeting its affirmative faculty/staff recruitment and employment goals?

Date Needed: March, 1991

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1. Is the District making progress in its efforts toward meeting FSR long-term goals?	
a. What is the ethnic breakdown of the AISD: . Professional population? . Administrative population?	. AISD Personnel Records
b. What is the sex breakdown of the AISD: . Professional population? . Administrative population?	· AISD Personnel Records
1-2. How does AISD compare with Texas as a whole in terms of ethnic and sex distribution?	
a. What is the ethnic break down of the Texas and U.S.: . Professional population? . Administrative population?	· Texas Education Agency (TEA) Records · Reference Materials
b. What is the sex breakdown of the Texas: . Professional population? . Administrative population?	· TEA Records
1-3. Is the District meeting its recruitment and hiring goals?	
a. What is the ethnic breakdown of the AISD newly hired: . Professionals? . Administrators?	· AISD Personnel Records

Key Issue 2

EVALUATION QUESTIONS	*INFORMATION SOURCES*
b. What is the number and percentage of student teachers in AISD by ethnicity?	· Office of Student Teaching Ethnicity Report
c. What efforts exist in AISD to interest students in teaching (e.g., Future Teacher Clubs, National Science Foundation efforts)?	· Office of Student Teaching--Secondary Staff Development · Personnel Director Interview · School Club Sponsors
1-4. What are the characteristics of the Texas teacher pool? What are the passing rates by ethnicity for the: . Texas Academic Skills Program (TASP) test, and the . Examination for Certification of Educators in Texas (Ex-CET)?	· TEA Records
1-5. What is the District doing to recruit and retain minority professional and administrator applicants?	· Personnel Director Interview
1-6. How many AISD high school students express an interest in teaching as a career? By ethnicity?	· Districtwide Student Survey

DROPOUT PREVENTION

EVALUATION PLAN

Contact Person:
Linda Frazer

PROGRAM DESCRIPTION

The Austin Independent School District has many activities and programs which directly or indirectly are intended to reduce the dropout rate or keep the rate from increasing. This evaluation plan assesses the dropout rate for AISD.

Education Issue 1

Should the District modify its activities intended to reduce the dropout rate?

Date Needed: January, 1991

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1. Is the dropout rate changing? If so, why?	· Dropout File
1-2. What has been the history of increases/decreases in annual dropout rates since 1983-84? a) by ethnicity? b) by grade? c) by sex?	· Dropout File
1-3. What was the annual dropout rate at grades 7-12: a) by ethnicity? b) by grade? c) by school? d) by sex?	· Dropout File
1-4. Is AISD's dropout rate better or worse than other disricts' rate?	· Dropout File · State Dropout Report
1-5. Which schools are effective in lowering their dropout rates? Why are they effective?	· Dropout File
1-6. What are the dropout rates for students who were first in ninth grades in 1983-84, in 1984-85, in 1985-86, in 1986-87, in 1987-88, in 1988-89, and in 1989-90 as of the fall of 1990: a) by ethnicity? b) by sex?	· Dropout File

Education Issue 1 Continued

1-7.	What are the dropout rates for students who were first in seventh grades in 1984-85, in 1985-86, in 1986-87, in 1987-88, in 1988-89, and in 1989-90 as of the fall of 1990: a) by ethnicity? b) by sex?	· Dropout File
1-8.	What is the dropout rate for: a) LEP students? b) Special education students? c) Students from low income families?	· Dropout File · Language File (LANG) · Special Education File
1-9.	What percentage of dropouts are: a) LEP students? b) Special education students? c) Students from low income families?	· Dropout File · LANG · Special Education File

DISTRICTWIDE SURVEYS

(Employee, Student and Parent)

EVALUATION PLAN

Contact Persons:
Sedra Spano
David Wilkinson
Catherine Christner, Ph.D.

PROGRAM DESCRIPTION

Districtwide surveys are an efficient way to meet a number of AISD data needs. Surveys:

- Satisfy the requirement for an annual survey of professionals on job satisfaction and other issues of districtwide importance (the requirement is based on a consultation agreement with the Austin Association of Teachers in 1987-88).
- Meet the needs of AISD decision makers for input from students, parents, professionals, and administrators on issues of general concern to the District, such as quality of education, biggest school problems, and school climate.
- Serve as a source of information about specific AISD programs, services, and policies (e.g., Priority Schools, extracurricular transportation, and no pass/no play).
- Meet data collection needs of multiple project evaluations by gathering information on program implementation, effectiveness, and needs (from students, professionals, and administrators).
- Provide vocational counselors with information about the vocational course interests and job needs of students.
- Reduce paperwork, save staff time, and improve coordination by collecting data through one survey process rather than through a number of separate surveys.

Employee surveys have been conducted annually since 1979-80. Student surveys have been conducted annually since 1983-84. A districtwide survey of elementary parents (the first of this scope) was conducted in 1987-88. A secondary parent survey was added the following year.

In 1989-90, a record 73,793 surveys were distributed. Surveying this many persons while trying to minimize their paperwork burden has been made possible by a sophisticated computerized system which allows sampling such that each respondent receives a limited number of the total items. For example, each teacher received no more than 24 of the 280 confidential items asked in 1989-90. Likewise, survey responses to 93 items were gathered from over 13,000 students, but each student received no more than 24 items.

Program Description Continued

Tapping the viewpoints of those who work for, and are served by, AISD continues to grow in importance. The anonymous survey items which are directed to professionals to gauge their job satisfaction will continue to be administered in the spring. The confidential items submitted to staff to elicit views on a broader range of topics will also continue to be administered in the spring (1991).

The student survey, which has traditionally been the vehicle for obtaining vocational course preference information from high school students (grades 9-12), has grown over the years to include other topics of concern to secondary education personnel.

For the third consecutive year, parents will be surveyed at both the elementary and secondary levels about issues of districtwide interest, e.g., quality of education in AISD, school climate, and effective schools.

A portion of the time of the Chapter 1 staff will be devoted to coordinating the elementary parent survey (as part of the Priority Schools evaluation). A portion of the Systemwide Evaluation staff's time will be devoted to assisting with the elementary survey and conducting the secondary parent survey. The elementary parent survey will be computer-generated again this year; computer programmer resources are therefore essential.

Student survey items will be solicited from appropriate staff later this fall. Some items from last year will remain intact; however, it is anticipated that some topics and items will be different, e.g., the items related to drug and alcohol abuse. Items for the confidential portion of the employee survey will be finalized this spring, with input provided by appropriate staff.

A portion of the time of the Systemwide Evaluation evaluation associate will be devoted to the survey effort, among other tasks. General supervision will be provided by the Systemwide Evaluation evaluator. Computer programmer resources will also be essential.

The basic evaluation questions to be addressed will remain the same as last year but many specific topics and items are likely to be different. The examples provided on the next page represent topics covered last year plus some that are anticipated for 1990-91.

Information sources for all questions are the staff, student, and parent surveys.

Key Issue 1

Should AISD programs, policies, and procedures be continued as they are or be modified?

Date needed: May, 1991

EVALUATION QUESTIONS

1-1. What are the opinions of AISD professionals in areas relating to school/climate effectiveness?

1-2. What are AISD students' opinions regarding vocational course interests and job needs?

1-3. What are AISD students' opinions regarding topics of general interest? Examples:
- No pass/no play
- Quality of school education
- School climate
- AISD's greatest strengths
- The biggest problems for schools

Date needed: December, 1990

1-4. What are AISD parents' opinions regarding topics of general interest? Examples:

. Quality of school education
. School climate
. AISD's greatest strengths
. The biggest problems for schools.

Date needed: March, 1991

1-5. What do middle/junior high school students report about their involvement with drugs and alcohol and about other matters (e.g., pregnancy)?

Date needed: January, 1991

1-6. What are AISD staff's opinions on issues of general interest districtwide? Examples:
- Quality of school education
- School climate
- AISD strengths and problems
- AISD-funded programs, services, and policies (e.g., A+, Priority Schools, AIM High, No pass/no play, secondary honors, elementary management, paperwork, LAMP, dropouts, Adopt-A School, Cable TV, programs for LEP students, TAAS).

1-7. Do project staff and AISD staff overall believe grant-funded programs are effective? What needs can be identified? Examples:
- Chapter 1/Chapter 1 Migrant (including Priority Schools)
- Title VII
- Chapter 2 (Elementary Computer Labs, Technolgoy Education, Extracurricular Transportation, etc.)
- School/Community Guidance Center
- Drug-Free Schools
- National Science Foundation

Date needed: May, 1991

STUDENT ACHIEVEMENT

TECHNICAL REPORT

Contact Person:
Evangelina Mangino

INTRODUCTION

The Systemwide Testing Program coordinates the administration and processing of achievement tests and the distribution of their results. The program is also designed to assist AISD administrators, teachers, students, and parents in the use of achievement data in the following areas.

- To investigate the overall impact of AISD's programs on majority and minority student achievement at the District and campus levels,
- To identify students eligible for remedial and enrichment programs, as well as the regular instructional programs,
- To provide achievement data used for the evaluation of remedial and enrichment programs, as well as the regular instructional programs,
- To report basic information on student achievement to the School Board and the general public,
- To maintain Texas Assessment of Academic Skills (TAAS) Exit-Level and Texas Educational Assessment of Minimum Skills (TEAMS) Exit-Level files to determine students' status for high school graduation,
- To identify and respond to achievement-related information and resource needs of the School Board, campus and central office administrators, teachers, counselors, and parents, and
- To identify schools performing higher and lower than schools with similar populations.

In addition to the coordination of tests and report of their results, the systemwide testing program participates in the following activities:

- TAAS practice tests scoring services,
- End-of-book testing for elementary students
- Assisting TEA with the field tests as required by State law, and
- Assist on the State Assessment and the National Assessment of Educational Progress (NAEP).

A major effort for the Systemwide Testing Program will be to make the TEAMS to the TAAS transition which is taking effect in the 1990-91 school year.

Decision Question 1

Should the District modify its 1991-92 plan for improvement in basic skills achievement based on TAAS results?

EVALUATION QUESTION 1

Is AISD's instructional program successfully teaching students the skills required to master the TAAS objectives?

		INFORMATION SOURCES
1-1.	What percentage of students mastered the TAAS test in mathematics, reading, and writing in grades 3, 5, 7, and 9 at the "minimum skills," "academic skills," and "academic recognition" levels: a) By sex? b) By ethnicity? c) By low-income status? d) By LEP status?	• Texas Assessment of Academic Skills (TAAS) File (2/1/91)
1-2.	How do the three mastery levels in AISD compare with the State mastery results?	• TAAS File • TAAS State Report
1-3.	How did AISD students (total and by ethnicity, income status, and LEP status) perform on the TAAS, grades 3, 5, 7, and 9: a) Compared to other urban districts? b) Compared to other Texas school districts? c) Compared to the State averages?	• TAAS File • Joint Urban Evaluation Council (JUEC) TAAS Summary
1-4.	How did students perform at each campus?	• TAAS File
1-5.	What percentage of AISD LEP and Special Education students were tested on the TAAS?	• TAAS File
1-6.	How many schools were identified as low-achieving campuses by TEA and how does this compare with: a) Other urban districts? b) Previous years?	• TEA List of Low-Achieving Campuses

Decision Question 2

Should the District modify its instructional strategies for preparing students to master the Exit-Level TAAS?

EVALUATION QUESTION 2

Is AISD's instructional program successfully teaching students the skills required to master the TAAS objectives?

		INFORMATION SOURCES
2-1.	How many and what percentage of the seniors with all other requirements for graduation completed were denied a diploma as a result of not mastering the Exit-Level TEAMS or TAAS?	• TAAS File (2/1/91 & 5/15/91) • Graduate File (7/15/91) • TEAMS File
2-2.	How many and what percentage of eleventh-grade students met the mastery criteria on the Exit-Level TAAS: a) At the first administration? b) At the retesting? c) Overall?	• TAAS File (2/1/91 & 5/15/91)
2-3.	How did eleventh graders perform on the Exit-Level TAAS: a) By sex? b) By ethnicity? c) By low-income status? d) By LEP status?	• TAAS File • Lunch File • LANG File
2-4.	How did eleventh graders perform on the writing sample?	• TAAS File
2-5.	How did AISD students (total and by ethnicity, income status, and LEP status) perform on the Exit-Level TAAS: a) Compared to other urban districts? b) Compared to other Texas school districts? c) Compared to the State averages?	• TAAS File • Texas Education Agency (TEA) Data Tapes • TAAS State Report
2-6.	How did students perform at each campus?	• TAAS File

Decision Question 3

Should the District modify its plans for improvement in basic skills achievement based on norm-referenced test results (i.e., ITBS and TAP)?

EVALUATION QUESTION 3

Is AISD's instructional program successfully teaching students the skills required to compete successfully with students nationwide?

		INFORMATION SOURCES
3-1.	How did AISD's 1990-91 student achievement compare, by ethnicity, to the students: a) In the nationwide norming sample? b) In the urban district norming sample?	• Iowa Tests of Basic Skills (ITBS) File (5/14/91) • Tests of Achievement and Proficiency (TAP) (5/14/91)
3-2.	What percentage of the students in each ethnic group scored in the highest and lowest ranges of the ITBS and TAP?	• ITBS File • TAP File
3-3.	How large were the achievement gains made by AISD students in 1990-91, by ethnicity?	• ITBS File • TAP File
3-4.	How did AISD's 1990-91 student achievement compare, by ethnicity, to the achievement of students in 1-12 across the last three years?	• ITBS File • TAP File
3-5.	What were the achievement levels of AISD students, by ethnicity, who qualified for a free or reduced-priced meal: a) In 1990-91? b) Compared to the achievement of low-income student from previous years?	• Lunch File • ITBS File • TAP FIle
3-6.	Which schools showed achievement in reading and mathematics higher or lower than schools with similar populations?	• ITBS File • TAP File • Report on School Effectiveness
3-7.	What are the mean grade equivalent (GE) achievement gains of LEP students able to be tested in English in 1990-91?	• Iowa Tests of Basic Skills (ITBS) • Tests of Achievement and Proficiency (TAP)

Information Needs

	INFORMATION QUESTIONS	INFORMATION SOURCES
I-1	How did the AISD 1990-91 graduates who took the SAT compare with other students nationwide: a) In reading and math? b) In participation rates? c) In previous years?	• Scholastic Aptitude Test (SAT) Report
I-2.	Who in AISD in 1990-91 received achievement results from the following tests: a) Metropolitan Readiness Tests? b) ITBS? c) TAP? d) TEAMS? e) Placement Tests?	• ORE Distribution of Reports List
I-3.	What questions were asked in 1990-91 by the School Board, the Superintendent, and central and campus administrators? What answer or action was taken with each question?	• ORE Documentation
I-4.	What percentage of LEP students were not tested with English TAAS because they were: a) Exempt? b) Tested in Spanish?	• TAAS File • LANG File
I-5.	How does the percentage of LEP students exempted and tested in Spanish compare to the percentages of the urban districts?	• TAAS File • JUEC TAAS Summary

Information Needs Continued

INFORMATION QUESTIONS	*INFORMATION SOURCES*
I-6. Special Education testing status of AISD students.	
I6-1. What percentage of students are exempt from testing: a) On the ITBS and TAP? b) On the TAAS?	• ITBS File • TAP File • TAAS FIle
I6-2. How does the percentage exempted on TAAS compare with other urban districts?	• TAAS File • JUEC Summary File
I6-3. How did the number of special education students tested or exempted in 1990-91 compare to previous years?	• ITBS File • TAP File • TAAS File
I6-4. How many and what percentage of students graduated with a special education exemption on the Exit-Level TEAMS or TAAS: a) By handicapping condition? b) By number of hours per day of special education instruction?	• TEAMS & TAAS File • Graduate File
I-7. How did AISD students perform on placement tests (e.g., COLT, Advanded Placement) in 1990-91?	• Computer Literacy Test (COLT) File • Advanced Placement Test File
I-8. What procedures were set up for coordinating and administering advanced placement tests in 1990-91? Do they need to be revised?	• ORE Documentation
I-9. How many schools are using ORE scoring services for the Region XIII TAAS practice tests?	• Practice TAAS Test File

PROGRAMS FOR LIMITED-ENGLISH-PROFICIENT (LEP) STUDENTS

EVALUATION PLAN

Contact Persons:
David Wilkinson
Sedra Spano

PROGRAM DESCRIPTION

Texas law requires that all students with a language other than English (LOTE) be processed to determine their English proficiency. Those identified as limited English proficient (LEP) must be provided one of two basic programs:

- Transitional Bilingual Education (TBE) a program of dual-language instruction, including a state-required minimum of 45 minutes of English-as-a-Second-Language (ESL) instruction, provided to students with Spanish, Vietnamese, and Korean language backgrounds, and

- English as a Second Language (ESL), a program of specialized instruction in English provided to students whose parents refuse dual-language instruction and to other LEP students not receiving bilingual education.

Some LEP students are served by special education only or through modified methods of instruction.

In 1989-90, by agreement with the Texas Education Agency, another option was made available only for those Hispanic students who were classified as C (bilingual), D (English dominant), or E (English monolingual) as of May, 1989. These "old" CDE students may be assigned through their Language Proficiency Assessment Committees (LPACs) to the Language Arts Mastery Process (LAMP), an oral language development program conducted in English. This is not an option for newly identified C, D, or E students.

A portion of one evaluation associate's time will be devoted to monitoring the progress of LEP students, especially in terms of English achievement. Last year (1989-90), the monitoring of LEP C, D, and E students was another component of the evaluation. This year those students will continue to be tracked. As resources allow, management information will also be provided through the computerized file of all LOTE students in the District. Supervision will be provided by the Systemwide Evaluation evaluator.

Other evaluation plans including questions related to LEP students are Priority Schools, Chapter 1/Chapter 1 Migrant, Dropout Prevention, Retention, Title VII, and Systemwide Testing. Evaluation findings about LEP students will be presented in the final evaluation reports for these projects.

Key Issue 1

Are limited-English-proficient (LEP) students receiving an instructional program appropriate to their needs?

Date Needed: June, 1991

EVALUATION QUESTIONS	*INFORMATION SOURCES*

Findings from Evaluation Questions 1-1 through 1-5 will be reported in the final report on student achievement for 1990-91.

1-1.	What percentage of AISD LEP students tested in English showed mastery of the TAAS by grade? Compared to the State average? Compared to past years?	· TAAS (English)
1-2.	What percentage of AISD LEP students were tested in English and Spanish on the TAAS by grade?	· TAAS (English) · TAAS (Spanish)
1-3.	What percentage of AISD LEP third graders tested in Spanish mastered the TAAS? Compared to the State average? Compared to past years?	· TAAS (English) · TAAS (Spanish)
1-4.	How do AISD's LEP mastery rates compare to the rates for LEP students in the other "Big 8" districts?	· TAAS (English) · TAAS (Spanish)
1-5.	What are the mean grade equivalent (GE) achievement gains of LEP students able to be tested in English in 1990-91 and 1989-90? By grade? By language? By dominance?	· Language (LANG) File · Iowa Tests of Basic Skills (ITBS) · Tests of Achievement and Proficiency (TAP) · Report of School Effectiveness (ROSE)

Key Issue 1 Continued

Findings from evaluation question 1-6 will be reported in the final report on AISD dropouts for 1990-91.

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-6. How many LEP students drop out? Compared to other AISD students? How many LEP students are identified as "high-risk"?	· Office of Research and Evaluation GENeric Evaluation SYStem (GENESYS)

Findings from evaluation question 1-7 will be reported in the GENESYS final report.

1-7. How did the LEP students being served compare to the LEP students with a parent denial of service in terms of: · Achievement? · Attendance? · Discipline rates? · Grades? · Retention rates? · Dropout rates?	· GENESYS

Findings from evaluation question 1-8 will be reported in the final report on retention.

1-8. How many LEP students were retained in 1990-91, by grade level?	· Retention File · Student Grade Reporting (SGR) File
1-9. What is the nature of AISD's LEP population? · By grade? · By school? · By language? · By dominance? · By parent denial status? · By program (e.g., TBE, ESL, LAMP)? · By age? · By special education status? · By discipline status? · By attendance? · By dropout status? · By retention status? · By length of service? · By compensatory education status? · By gifted/talented status?	· LANG -October count -June count · GENESYS · Gifted/Talented File · Overlap Study File · Immigrant File · Big File

Key Issue 1 Continued

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-10. What is the impact of the revised guidelines for identifying LEP students on the number of students assigned to each language dominance category?	· Employee Survey · GENESYS · LANG File
1-11. What changes, if any, have occurred in the District's programs for LEP students?	· LANG File
1-12. How many "old" CDE students were placed in bilingual, ESL, or LAMP? How many: . Changed programs? . Changed dominance? . Exited?	· Annual Reviews · LANG File
1-13. What was the performance of students identified as "not LEP" in 1989-90 who would have been LEP in 1988-89: . As of spring, 1990? . As of spring, 1991?	. GENESYS . Annual Reviews
1-14. What compensatory services were provided to students identified as "not LEP" but who are "educationally disadvantaged"?	· LANG File · Overlap Study File
1-15. How many bilingual transfers were there in 1990-91? From what schools? For what languages?	· Transfer File
1-16. What was the cost of transferring students to bilingual centers in relation to the cost of hiring additional teachers?	· Budget Records · Personnel Administrator Interview

Key Issue 1 Continued

INFORMATION QUESTIONS	*INFORMATION SOURCES*
I-1. Which LEP students are eligible to exit based on achievement and proficiency test scores? How many LEP students exited in 1990-91? What was their average number of years in LEP programs?	. Annual Reviews . LANG File
I-2. How many students reentered LEP programs in 1990-91?	· LANG File
I-3. How many 1990-91 graduates were LEP or formerly LEP?	· GRAD File · LANG File
I-4. How many certified bilingual teachers are not teaching bilingual students? ESL-endorsed teachers not teaching ESL?	· Teacher Survey
I-5. Under what conditions are bilingual certified and ESL-endorsed teachers teaching? · How many students do they have? · What are the students' language dominances? · How many students are nonliterate? · How many preparations do they have? · How interested are teachers in transferring? · How many have split grade assignments?	· Teacher Survey

GENERIC EVALUATION SYSTEM (GENESYS)

EVALUATION PLAN

Contact Person:
David Wilkinson

PROGRAM DESCRIPTION

GENESYS is a GENeric Evaluation System.

GENESYS is a method of streamlining data collection and evaluation through use of computer technology. From its first year in 1973, the Office of Research and Evaluation (ORE) has been challenged to evaluate a multitude of diverse programs with limited resources. By standardizing methods and information provided to persons requesting data, GENESYS makes it possible to evaluate a much larger number and variety of programs than would ordinarily be possible. GENESYS gathers and reports the following standard information on specified groups of students:

- Student characteristics
- Achievement
- Attendance
- Discipline
- Grades/credits
- Dropouts
- Retainees

GENESYS can be run for any group identifiable through a computer file. Since 1988-89, the first year in which it was run, GENESYS has included a wide variety of elementary, secondary, and K-12 programs. The programs likely to be included in 1990-91 are listed below. Additional groups will probably be identified during the course of the year for which information will be required.

Projected 1990-91 GENESYS Groups

K-12

- Bilingual/ESL Programs
- Communities in Schools (CIS)
- Drug Abuse Resistance Education (DARE)
- Peer Assistance Leadership (PAL)
- Project Mentor

Program Description continued

Elementary

- AIM (Ability, Interest, Motivation) High
- Blackshear Computer Lab
- Blanton WICAT Computer Lab
- Project Teach and Reach
- Read Bridge Computer Lab

Secondary

- Alternative Learning Center (ALC)
- Academic Incentive Program (AIP)
- Coordinated Vocational Academic Education (CVAE)
- Dropouts
- Evening School
- Johnston Computer Lab (JCL)
- Kealing Magnet
- Liberal Arts Academy
- Practical Effective Application of Knowledge (PEAK)
- Pregnancy, Parenting, and Education (PEP) Pilot
- Project GRAD (Grant Research About Drop-outs)
- Robbins Secondary School
- Science Academy
- Secondary Honors Program
- Sixth Graders
- Title VII
- Transitional Academic Program (TAP)
- Work Incentive (WIN) Program
- Zenith Program

Given a file of those students involved in a program, group, or innovation, GENESYS provides outcome information for the following variables:

Group Characteristics: Number served by grade, ethnicity, sex, low income, LEP, overage for grade, special education, and gifted/talented;

Program Description continued

Achievement Results by Grade: ITBS, TAP, TAAS, and ROSE regression trend information;

Attendance, Discipline, Grades/Credits: four semesters;

Dropouts and Retainees: Counts as of the end of the fifth six weeks for dropouts and potential retainees as of the end of May.

For each group, three standard listings are produced:

The GENESYS Program Summary summarizes information on the group's overall performance on all variables.

The Executive Summary summarizes findings in narrative form and compares the group's data to appropriate districtwide groups.

GENESYS Data by Student provides a listing of this information by individual student (as applicable) for review and reference.

Two optional printouts can be requested by the user:

Cross-Program Comparison Charts provide a summary of statistics across multiple programs designated by the user.

Two-Way Crosstabulation Tables provide a greater level of detail about selected variables than that provided in the evaluation summary.

Information sources for all of the following questions are the computer files accessed by GENESYS.

Key Issue 1

What do outcome data from AISD computer files indicate about the status of students in special programs or other identifiable groups?

Date Needed: July, 1991

EVALUATION QUESTIONS		*INFORMATION SOURCES*
1-1.	What were the demographic characteristics (number served, ethnicity, sex, etc.) of the students in the special programs or identified groups?	. Computer Files
1-2.	What were the attendance rates for students in the special programs or identified groups?	. Computer Files
1-3.	How many discipline incidents occurred among students in the special programs or identified groups?	. Computer Files
1-4.	What were the grade point averages (GPA's) earned by students in the special programs or identified groups?	. Computer Files
1-5.	How many course credits were earned by the students in the special programs or identified groups?	. Computer Files
1-6.	How many F's and NG's (no grades) were received by the students in the special programs or identified groups?	. Computer Files
1-7.	What were the dropout rates for students in the special programs or identified groups?	. Computer Files

Key Issue 1

EVALUATION QUESTIONS		INFORMATION SOURCES
1-8.	How many students in the special programs or identified groups were retained?	. Computer Files
1-9.	What were the achievement levels of the students in the special programs or identified groups?	. Computer Files

HISTORICAL STUDENT RETENTION IN GRADE

EVALUATION PLAN

Contact Person:
Vince Paredes

PROGRAM DESCRIPTION

The Historical Student Retention in Grade report contains data concerning the number of students that repeat a grade level. It is a compilation of retention statistics over time. The report is produced twice yearly, once after the end of the school year (potential retainees are added to the report), and once after the beginning of the next school year (actual retainees are added to the report). The most recent analysis, in the form of tables and graphs, is included in the report. This analysis uses the most recent data as well as longitudinal retention statistics.

Educational Issue 1

What does information from District computer files indicate about trends and policies concerning the retention of AISD students?

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1.	What are the most recent retention rates given by grade and by particular grade spans?	• Student Master File • Average Daily Membership File
1-2.	How do the most recent retention results compare with past years?	• AISD computer files
1-3.	What are the present and past statistics concerning end-of-year potential retainees as a percentage of: a) Average daily membership for the year, b) End-of-year membership?	• Student Master File • Elementary Potential Retainee File • Student Grade Reporting (SGR) File
1-4.	What are the present and past statistics concerning beginning-of-year actual retainees as a percentage of: a) Average daily membership for the previous year, b) End-of-year membership for the previous year, and c) Fall enrollment?	• AISD computer files
1-5.	How many LEP students were retained in 1990-91, by grade level?	• Elementary Potential Retainee File • SGR File
1-6.	What is the attitude of teachers toward retention?	• Teacher Survey

PROJECT A+
ELEMENTARY TECHNOLOGY DEMONSTRATION SCHOOLS

EVALUATION PLAN

Contact Persons:
Linda Frazer
Paula Marable

PROGRAM DESCRIPTION

In a study conducted between 1985 and 1989 in the Austin Independent School District (AISD), 27.5% of the 9th graders in 1985 dropped out before graduation. These numbers parallel data at the national level.

One factor that many dropouts have in common is that they are overage for their grade level. In most cases they are overage from being retained at an earlier grade level. The results of a research study in AISD state that 33% of all overage students in grade 9-12 drop out each year.

In many cases students that are overage in high school were retained at the elementary level. Presently, 18.7% of the elementary students in AISD are overage by at least one year which places them at-risk for being dropouts. It is clear that a major emphasis must be made at the elementary level to get and keep students on grade level.

Preventing students from falling behind and having to repeat grades is predicted to lead to a significant decline in the dropout rate. Therefore, keeping students on grade level academically in elementary schools should become a major priority for this District.

The primary purpose of this AISD/IBM A+ Project is to demonstrate the effectiveness of technology in accelerating the learning of low achieving at-risk elementary students and enhancing the education of high achieving students so that the overall Project A+ goal is realized--all students functioning successfully at or beyond appropriate grade level.

IBM became involved in Project A+, which is part of its nationwide efforts to improve education, through its participation in the Washington-based Business Roundtable. The Roundtable, an association in which the 200 largest corporations examine public policy issues, has decided to focus on working in the field of education. Project A+, a partnership between IBM and AISD, is a long-term effort to make AISD a world-class school district.

Program Description continued

Three Austin elementary schools (Andrews, Patton, and Langford) will receive $4.4 million worth of computer equipment and software from the IBM Corp. This is the largest grant the company has made to a school district and the grant is the largest received in AISD history.

Apple Inc. has chosen to be a participant in this technology plan for elementary schools and has donated $74,700 to AISD. Galindo Elementary will be the Apple school. The four elementary schools participating in the project were selected from over 40 schools that applied.

The evaluation of Project A+, while taking into account the ongoing nature of the program and the short duration of its implementation, will focus on the effectiveness of the program to date and those aspects of it which might be replicated at other schools.

Key Issue: **How effective is the technology plan for elementary schools in improving the achievement of all students and reducing the risk for students at risk of dropping out of school?**

Educational Issue 1 **Was the plan implemented as designed?**

Date Needed: June, 1991

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1.	What was the plan for implementation?	· Detailed plan
1-2.	Were there changes to the plan?	· Staff Interviews
1-3.	Was any supplementary technology (i.e., laser disks, multi-media, etc.) added to the project?	· Staff Interviews
1-4.	What implementation problems were encountered? What recommendations were made for improvement?	· Staff Interviews
1-5.	What were the characteristics of the students and the schools?	· GENESYS
1-6.	What were the educational activities undertaken in the project?	· Staff Interviews · Site Visits
1-7.	How much time per week (on the average) did students receive instruction on the computers? o Overall o By subject o By school o By grade o By grade by subject What factors led to differential participation? When did instruction begin at each school?	· To Be Determined with IBM and Apple School Records Site Visits
1-8.	How many parents were involved? How were parents involved?	· School Records

Educational Issue 1 Continued

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-9.	What training was provided to staff (dates, topics, number of sessions, number attending, hours, stipends)?	· Staff Interviews · School Records
1-10.	Can individual components of the plan be isolated as effective or ineffective?	· All sources

Educational Issue 2

How effective was the technology plan? Should the program continue as is or be modified, or discontinued? Should it be recommended for replication in other schools?

Date Needed: June, 1991

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
2-1.	Were the following program objectives met?	
	o To accelerate the learning of all students?	· ROSE · ITBS Files
	o To accelerate the learning of low-achieving students?	· ITBS Files
	o To enhance the learning of high-achieving students?	· ITBS Files
	o To lower the risk of at-risk students?	· At Risk Files · GENESYS
	o To decrease the number of retained students?	· Staff Interviews
	o To provide summer school for those not on grade level at the end of second grade?	· Retention Files

Educational Issue 2 Continued

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
2-2.	What elements need to be present to expand the plan to other schools?	· Staff Interviews
2-3.	Was the project considered effective? What aspects seemed most effective?	· All Sources
2-4.	What was the cost per unit of effectiveness (cost per month of grade gain per student)? Compared with traditional methods?	· Finance Records · ROSE
2-5.	Did teachers' willingness to employ technology in their instruction increase through participation in the project? Did staff consider A+ to be effective?	· Teacher Survey · Principal Interviews

Educational Issue 3

How effective was the implementation of telephones in the classroom? Should it be recommended for implementation in other schools?

Date Needed: June, 1991

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
3-1.	What was the plan for implementation?	· Staff Interviews
3-2.	Were there changes to the plan?	· Staff Interviews · Monitoring Reports
3-3.	Could/should telephones be added to classrooms on other campuses?	· Staff Interviews
3-4.	What is the cost per campus of implementing telephones in each classroom?	· Finance Records

Distribution of Reports For Instructional Personnel

- Systemwide Testing U-2
- Chapter 1/Chapter 1 Migrant U-16
- Surveys U-17
- Dropout Prevention U-20

DISTRIBUTION OF REPORTS

ITBS
Individual Student Reports
Elementary,
Grades 1-6,
Spring Administration

All ITBS materials and reports are sent directly to the principal at each school.

Report	Number of Copies and Recipient	
Alpha Listing Grades 1-6	2 Schools 1 Supervisor of Psychological Services *3 Total*	
Percentile Rank Order Grades 1-6 • Reading Comprehension • Language Total • Mathematics Total	2 Schools	
Student Score Label (gummed) Includes GE and percentiles	1 Schools (for measurement data card)	
Achievement Brochure Personalized for each student (includes their percentiles scores)	1 Schools (for parents)	
Alpha listing of fifth and sixth graders assigned to middle schools and junior highs	2 Schools (Middle/Junior High)	
Classroom Summaries Delivered the beginning of next fall	Upon Request	
Rank Order Listing of fifth and sixth graders Assigned by their campus for next year • Reading Comprehension • Language Total • Mathematics Total	2 Middle/Junior high schools	

DISTRIBUTION OF REPORTS

ITBS
Elementary,
(Continued)

All ITBS materials and reports are sent directly to the principal at each school.

Report	Number of Copies and Recipient	
Alphabetic Listing of Special Education Students Includes scores of all special education students tested (validly and for experience only)	2	Special Education Coordinators
Individual Student Report This is generated for each special education student	1	Special Education Coordinator
Alphabetic Listing of Auditorially Handicapped (AH) Students Includes scores of all auditorially handicapped students tested (validly and for experience only)	1	Supervisor, Regional Day School for the Deaf
Alphabetic Listing of Visually Handicapped (VH) Students Includes scores of all visually handicapped students tested (validly and for experience only)	1	VH Teacher

DISTRIBUTION OF REPORTS

ITBS
Individual Student Reports
Middle School and Junior High, Grades 6-8,
Spring Administration

All ITBS materials and reports are sent directly to the principal at each school.

Report	Number of Copies and Recipient	
Alpha Listing Listed by school and grade	4 1 5	Schools (2 originals, 2 carbons) Supervisor of Psychological Services *Total*
Percentile Rank Order Grades 6-8 • Reading Comprehension • Language Total • Mathematics Total	2	Schools
Classroom Summary Analysis This program is run in school, grade, and period of day order. It is delivered at the end of the spring semester and at the beginning of the next fall and spring semesters.		Available upon request from Data Services
Student Score Labels (gummed) The school receives two copies: one for measurement data card and one for the permanent report card.	2	Schools
Achievement Brochure Personalized for each student (includes their percentiles scores)	1	Schools (for parents)
Alphabetic Listing of Eighth Graders This list is sorted by the schools these students will attend the next fall.	2	High Schools

DISTRIBUTION OF REPORTS

ITBS
Middle School and Junior High, (Continued)

All ITBS materials and reports are sent directly to the principal at each school.

Report	Number of Copies and Recipient	
Rank Order Listing of Fifth and Sixth Graders This list is sorted by the schools these students will attend the next fall. • Reading Comprehension • Language Total • Mathematics Total	2	Middle/Junior High Schools
Alphabetic Listing of Special Education Students Includes scores of all special education students tested (validly and for experience only)	1 2 *3*	Schools Special Education Coordinators *Total*
Alphabetic Listing of Non-Public School Students Includes scores for eighth graders not attending an AISD school.	4 1 *5*	Secondary Instructional Coordinators Schools *Total*
Score Labels (gummed, brown and white) These labels are used to give permanent score records to the nonpublic schools.	1	Schools
Alphabetic Listing of Previous Year's Fourth- and Fifth-Grade Scores This listing is for students assigned to middle schools and junior high campuses for the next fall.	4	Schools
Individual Student Report This report is generated for all special education students.	1	Special Education Coordinator

DISTRIBUTION OF REPORTS

ITBS
Middle School and Junior High, (Continued)

All ITBS materials and reports are sent directly to the principal at each school.

Report	Number of Copies and Recipient	
Alphabetic Listing of Auditorially Handicapped (AH) Special Education Students Includes scores of all auditorially handicapped students tested (validly and for experience only)	1 Supervisor, Regional Day School for the Deaf	
Alphabetic Listing of Visually Handicapped (VH) Students Includes scores of all visually handicapped students tested (validly and for experience only)	1 VH Teacher	

DISTRIBUTION OF REPORTS

TAP
Individual Student Reports
High Schools, Grades 9-12, Spring Administration

All ITBS materials and reports are sent directly to the principal at each school.

Report	Number of Copies and Recipient	
Student Score Label (blue and white gummed) Individual student scores, alphabetic by school by grade.		Schools: 1 Registrar 1 Measurement Data Card *2 Total*
Achievement Brochure Personalized for each student (includes their percentiles scores)	1	Schools (for students)
Alphabetic Listing of Individual Student Scores This report is generated by school by grade.		3 Schools 1 Supervisor of Psychological Services *4 Total*
Percentile Rank Order Grades 9-12 • Reading Comprehension • Written Expression • Mathematics	2	Schools
Alphabetic Listing of Special Education Students Includes scores of all special education students tested (validly and for experience only)	2	Special Education Coordinators
Fall Classroom Summaries This report is generated by period, by teacher.		Upon request by school
Spring Classroom Summaries This report is generated by period, by teacher.		Upon request by school

DISTRIBUTION OF REPORTS

TAP
High Schools,
(Continued)

All ITBS materials and reports are sent directly to the principal at each school.

Report	Number of Copies and Recipient	
Individual Student Report for all Special Education Students Letter size document	1 Schools	
Alphabetic Listing of Auditorially Handicapped (AH) Special Education Students Includes scores of all auditorially handicapped students tested (validly and for experience only)	1 Supervisor, Regional Day School for the Deaf	
Alphabetic Listing of Visually Handicapped (VH) Students Includes scores of all visually handicapped students tested (validly and for experience only)	1 VH Teacher	

DISTRIBUTION OF REPORTS

ITBS/TAP
School and District Summary Reports
Elementary and Secondary, Grades 1-12, Spring Administration

All ITBS materials and reports are sent directly to the principal at each school.

Report	Number of Copies and Recipient	
School Achievement Profiles	1 Schools 9 Profiles volumes *10 Total*	
***District Achievement Profiles**	200-300 Final Report/ Profiles Volume	
Districtwide Frequency Distribution by Grade by Subtest	1 ORE	

* These reports are not distributed to *ANYONE* until the final reports are distributed to the School Board.

DISTRIBUTION OF REPORTS

TAAS
Individual Student Reports
Elementary and Secondary, Grades 1, 3, 5, 7, 9, and 11
October Administration

All TAAS materials and reports are sent directly to the principal at each school.

Report	Number of Copies and Recipient	
Confidential Student Report (Provided by TEA)	1 1 1 *3*	Schools Parents Permanent Folder *Total*
Student Score Labels (gummed) Indicates individual student scores, alphabetic listing by school by grade for measurement data cards (Provided by TEA)	1	Schools (2 copies for Grade 11)
Alphabetic Listing of Individual Student Scores This report is delivered by school by grade for valid (produced by TEA) and experience only (produced by ORE)	3	Schools
Fall Classroom Summaries Grades 4. 6, 8, and 10		Upon request from Data Services

DISTRIBUTION OF REPORTS

TAAS
School and District Summary Reports
Elementary and Secondary, Grades 1, 3, 5, 7, 9, and 11
October Administration

All TAAS materials and reports are sent directly to the principal at each school.

Report	Number of Copies and Recipient	
School Summary Report (Provided by TEA)	3 Schools 1 Instructional Coordinators 1 Associate Superintendent of Instruction 1 Assistant Superintendent of Elementary Education or Assistant Superintendent of Secondary Education 1 ORE *7 Total*	
* **District Summary Report** (Provided by TEA)	Final Report/ Achievement Profiles 3 Instructional Coordinators 1 Associate Superintendent of Instruction 1 Assistant Superintendent of Elementary Education or Assistant Superintendent of Secondary Education 1 ORE *6 Total*	
Districtwide Frequency Distribution by Grade by Subtest	1 ORE	
Alphabetic Listing of Students Required to Take the Exit-Level TAAS (Produced by ORE prior to testing)	2 Schools	
Mastery Report by Objective Grades 11 and 12 (Produced by ORE)	3 Schools 3 Instructional Coordinators 1 Supervising Principals *7 Total*	
Class Summary by Objective At the beginning of each semester by teacher by period (produced by ORE)	Upon request from Data Services	

* These reports are not distributed to *ANYONE* until the final reports are distributed to the School Board.

DISTRIBUTION OF REPORTS

ITBS/TAP/TAAS
Special Education Coordinators Reports
Elementary and Secondary, Grades 1-12
Fall and Spring Administrations

Report	Number of Copies and Recipient		Grade
Alphabetic Listing of Special Education Students Includes scores of all special education students tested (validly and for experience only)	2	Special Education Coordinators	1-12
Alphabetic Listing of TAAS Scores These are students whose scores are coded invalid -- special education exemption by the ARD.	2	Special Education Coordinators	1, 3, 5, 7, 9, 11

DISTRIBUTION OF REPORTS

Other Tests
School and District Summary Reports
Elementary and Secondary,
Grades 1-12
Differing Administrations

Report	Number of Copies and Recipient	
Computer Literacy Test (CoLT) Alphabetic listing of students and their scores by current and destination schools.	By Schools: 2 Schools Where Tested Straight Alpha: 14 Schools 1 ORE *15 Total*	
Computer Literacy Test (CoLT) Rank order of students and their scores by current and destination schools.	By Schools: 2 Schools Where Tested *2 Total* Straight Alpha: 14 Schools 1 ORE *15 Total*	
TAAS Practice Tests Class summaries	2 Schools	
End of Basal Tests Class summaries Individual Skills Analysis	Schools 2 Class Summaries 1 Individual Skills Analysis	
Rank-Order Listing of Black Students This list includes Black students at Teach and Reach campuses scoring at or below the 50th percentile in reading and mathematics on the spring ITBS, by school (fall).	1 Teach and Reach teacher	

DISTRIBUTION OF REPORTS

Other Tests
Elementary and Secondary,
(Continued)

Report	Number of Copies and Recipient	
Classroom Norms Analysis This report lists Teach and Reach students served in reading and mathematics, by teacher and grade.	1 Teach and Reach teacher	
Customized Reports	Upon request	

DISTRIBUTION OF REPORTS

Microfiche Production Schedule 1990-91

Test	Report	Target Date
ITBS (Elementary and Middle/Junior High)**	Districtwide alpha listing of individual student scores, grades 1-8 -- including special education students tested validly or for experience only	May 30
TAP (Senior High)**	Districtwide alpha listing of individual student scores, grades 9-12 -- including special education students tested validly or for experience only	June 14
TAAS (Elementary, Middle/Junior High, Senior High)	Districtwide alpha listing of individual student scores	June 14

** One extra set of secondary alphabetic listings is produced for the Science Academy.

DISTRIBUTION OF REPORTS

Chapter 1/Chapter 1 Migrant School Staff Reports

Report	Number of Copies and Recipient	
Chapter 1/Chapter 1 Migrant Roster and ROSS Forms These are sent in August and every six weeks.	All Chapter 1 and Chapter 1 Migrant teachers	
Chapter 1/Chapter 1 Migrant Final Reports These reports are distributed in August.	All Chapter 1 and Chapter 1 Migrant teachers	
Pre-K Test Results These results are sent in November and May.	Pre-K teachers	
Other Analyses Other reports and computer generated reports sent upon request.	Program staff or Division of Elementary Education	
NCE Gains This information is sent out in August.	Chapter 1 and Priority School Principals	
Effective Schools Standards Reports This report is available and sent in June.	All Elementary Principals	

DISTRIBUTION OF REPORTS

Student Survey
Staff Reports

Report	Number of Copies and Recipient	
Vocational Course Listing List of students' vocational course choices for each high school.	2 Vocational Counselors	
Summary of Vocational Responses Summary results of student responses to the vocational items for each high school.	2 Vocational Counselors	
List of Vocational Course Choices in Coop List of own and other students' vocational course choices for students interested in coop, for each high school	1 Set Vocational Counselors	
List of all Survey Items and Results List of all survey items and results by campus	1 Principals	

DISTRIBUTION OF REPORTS

Employee Survey
Staff Reports

Report	Number of Copies and Recipient	
Summary Results of Items by Topic Summary results of teacher, administrator, and other professional responses to survey items by topic	1 Originator of the Items (including evaluators, evaluation associates, and central office administrators)	
List of School Climate/Effectiveness Items List of school climate/effectiveness items and results by campus	1 Principals 1 Assistant Superintendent of Elementary Education 1 Assistant Superintendent of Secondary Education	

DISTRIBUTION OF REPORTS

Parent Survey
Staff Reports

Report	Number of Copies and Recipient	
Summary of Elementary Parent Responses Summary results of elementary parent responses to items	1 Principals 1 Assistant Superintendent of Elementary Education	
Summary of Secondary Parent Responses Summary results of secondary parent responses to survey items	1 Assistant Superintendent of Secondary Education	

DISTRIBUTION OF REPORTS

Dropout Prevention School Reports 1990-91

Report	Number of Copies and Recipient	Production Date
New Students' Attendance Listing of students who are scheduled to attend schools other than the one they attended the previous year with number and percent of days absent during the previous school year and during the 6th six-weeks period each year.	By school: 1 Elementary and Secondary Principals 1 Intervention Specialists 1 Elementary Counselors 5 Secondary Counselors 1 Elementary and Secondary Dropout Prevention Coordinators 1 Elementary Supervising Principals Complete Set to District Dropout Prevention Coordinator (Elementary and Secondary)	One week before school opens
Possible No Shows Listing of students who are scheduled to attend school who have not yet attended with home address.	By school: 1 Elementary and Secondary Dropout Prevention Coordinators 1 Elementary and Secondary Principals 1 Registrars 1 Intervention Specialists 1 Set Grades 9-12 Director High School Programs and Services 1 Elementary Supervising Principals 1 Set Grades 7-8 Director Middle School/Junior High Programs and Services Complete Set to District Dropout Prevention Coordinator	End of second week of school

DISTRIBUTION OF REPORTS

Dropout Prevention School Reports 1990-91 (Continued)

Report	Number of Copies and Recipient	Production Date
Information for Assessing Dropout Risk Listing of students in grades 1-12 with information of possible use in assessing dropout risk.	By school: 1 Elementary and Secondary Dropout Prevention Coordinators 1 Elementary and Secondary Principals 1 Intervention Specialists 1 Elementary Supervising Principals 1 Elementary Counselors 5 Secondary Counselors 1 Set Grades 9-12 Director High School Programs and Services 1 Set Grades 7-8 Director Middle School/Junior High Programs and Services Complete Set to District Dropout Prevention Coordinator	October
Students at Risk for Dropping Out Listing of students in grades 7-12 identified by State criteria as at risk of dropping out of school. Similar list provided for grades K-6.	By school: 1 Elementary and Secondary Dropout Prevention Coordinators 1 Elementary and Secondary Principals 1 Intervention Specialists 5 Counselors 1 Elementary Supervising Principals Complete Set to District Dropout Prevention Coordinator 1 Set Grades 1-6 Assistant Superintendent for Elementary Education 1 Set Grades 9-12 Director High School Programs and Services 1 Set Grades 7-8 Director Middle School/Junior High Programs and Services Complete Set to Supervisor	November

DISTRIBUTION OF REPORTS

Dropout Prevention
Secondary School Reports
1990-91

Report	Number of Copies and Recipient	Production Date
Preliminary Report of Students at Risk for Dropping Out Listing of students in grades 7-12 identified by State criteria as at risk for dropping out of school.	By school: 1 Secondary Dropout Prevention Coordinators 1 Secondary Principals 1 Intervention Specialists 5 Counselors Complete Set to District Dropout Prevention Coordinator 1 Set Grades 9-12 Director High School Programs and Services 1 Set Grades 7-8 Director Middle/ Junior High Programs and Services Complete Set to Supervisor Vision and Hearing Testing	One week before school opens
Preliminary Report of High Risk Students Listing of enrolled students grades 7-12 who are in the six categories which are most associated with dropouts in previous years.	By school: 1 Secondary Principals 1 Secondary Dropout Prevention Coordinators 1 Intervention Specialists 5 Counselors 1 Set Grades 9-12 Director High School Programs and Services 1 Set Grades 7-8 Director Middle School/Junior High Programs and Services Complete Set to District Dropout Prevention Coordinator Complete Set to Vocational Education Supervisor	September

DISTRIBUTION OF REPORTS

Dropout Prevention Secondary School Reports 1990-91 (Continued)

Report	Number of Copies and Recipient	Production Date
High Risk Students Listing of enrolled students grades 7-12 who are in the six categories which are most associated with dropouts in previous years.	By school: 1 Secondary Principals 1 Secondary Dropout Prevention Coordinators 1 Intervention Specialists 5 Counselors 1 Set Grades 9-12 Director High School Programs and Services 1 Set Grades 7-8 Director Middle School/Junior High Programs and Services Complete Set to District Dropout Prevention Coordinator Complete Set to Vocational Education Supervisor	November
Parent Notification Attachment Listing of TEA criteria marked for each criterion that applies to an individual student. Mathematics and reading grade equivalents also included.	By school: 1 For Parents of Each At-Risk Student	November
Six Weeks Dropout Report Listing of students who appear to be dropouts consistent with the state dropout definition at the end of each six weeks.	By school: 1 Secondary Dropout Prevention Coordinators 1 Secondary Principals 1 Registrars 1 Intervention Specialists Complete Set to District Dropout Prevention Coordinator 1 Set Grades 9-12 Director High School Programs and Services 1 Set Grades 7-8 Director Middle School/Junior High Programs and Services 5 Counselors	End of each six weeks period

DISTRIBUTION OF REPORTS

Dropout Summary
Secondary School Reports
1990-91
(Continued)

Report	Number of Copies and Recipient	Production Date
Six-Week Dropout Report to Cabinet Listing of secondary schools with cumulative dropout rate for each six weeks period with comparison to previous years' rates.	Cabinet Assistant Superintendent for Secondary Education District Dropout Prevention Coordinator Director High School Programs and Services Director Middle School/Junior High Programs and Services 1 Secondary Principals 1 Intervention Specialists 1 Dropout Prevention Coordinators	End of each six weeks period
Annual Dropout Report Yearly report of school year and annual dropout rates by high school and junior high, by sex, by ethnicity, by grade, and includes longitudinal rates for first-time 9th graders and first-time 7th graders.	1 Superintendent 1 Members, Board of Trustees 1 Members, Cabinet 1 Secondary Principals 1 Dropout Prevention Coordinator 1 Intervention Specialists 5 Counselors Director High School Programs and Services Director Middle School/Junior High Programs and Services 1 Secondary Librarians	December
Public Education Information Management System (PEIMS) Previous year's dropout numbers by campus, grade and ethnicity	1 TEA	October
School Characteristics and Ranks (SCAR) Dropout Section	File	November, May, July
June Principals' Notebook Dropout Section	1 Secondary Principals 1 Elementary Principals	June

DISTRIBUTION OF REPORTS

Dropout Prevention Secondary School Reports 1990-91 (Continued)

Report	Number of Copies and Recipient	Production Date
Annual Performance Report Dropout Section	1 Superintendent 1 Members, Board of Trustees 1 Members, Cabinet 1 Assistant Superintendent for Secondary Education 1 District Dropout Prevention Coordinator 1 Director High School Programs and Services Director Middle School/Junior High Programs and Services 1 Secondary Principals 1 Elementary Principals 1 Elementary Supervising Principals 2 Texas Education Agency 1 File 1 History Center 1 Press	December
Feedbacks Final Report overviews and/or interim reports	1 District Dropout Prevention Coordinator 1 Dropout Prevention Coordinators 1 Secondary Principals 1 Registrars 1 Intervention Specialists 5 Counselors 1 Grades 9-12 Director High School Programs and Services 1 Grades 7-8 Director Middle School/Junior High Programs and Services	1 month after Final Report publications or as needed

ORE AGENDA - SETTING PROCESS 1990-91

		CHAPTER 1 SUPPLEMENTARY	CHAPTER 1 PRIORITY SCHOOLS	CHAPTER 1 MIGRANT	CHAPTER 2 FORMULA	PREGNANCY, EDUCATION, AND PARENTING (PEP) PILOT	TITLE VII BILINGUAL EDUCATION TRANSITION PROGRAM	SCHOOL-COMMUNITY GUIDANCE CENTER	PROJECT GRAD (GRANT RESEARCH ABOUT DROPOUTS)	DRUG-FREE SCHOOLS	NATIONAL SCIENCE FOUNDATION (NSF) GRANT FOR THE SCIENCE ACADEMY OF AUSTIN	TITLE II MATHEMATICS AND SCIENCE TEACHER TRAINING	TLTG PHYSICAL SCIENCE AND TECHNOLOGY PROJECT	PROJECT A+, ELEMENTARY TECHNOLOGY DEMONSTRATION SCHOOLS	HISTORICAL STUDENT RETENTION IN GRADE	FACULTY/STAFF RECRUITMENT PLAN	PRIORITY SCHOOLS (LOCAL)	DROPOUT PREVENTION (LOCAL)	DISTRICTWIDE SURVEYS (EMPLOYEE, STUDENT, AND PARENT)	SYSTEMWIDE TESTING	PROGRAMS FOR LEP STUDENTS	ANNUAL PERFORMANCE REPORT HB1759 PEIMS	TAAS PRACTICE AND END-OF-BOOK SCORING	GENERIC EVALUATION SYSTEM (GENESYS)*
MANDATE	Required by School Board policy?															●	●	●	●	●				
	Required by State (law or SBOE rule)?																	■		●	●			
	Required by external funding agents (private, state/federal)?	●	●	●	●	●	●	●	●	●	●	●	●	●										
	Requested by Superintendent/Cabinet?													●	●	●		●	●	●				●
	Requested by divisions/departments/schools?													●	●	●		●	●	●				●
	Evaluation need identified by ORE?														●			●						●
EVALUABILITY UTILITY	Process evaluation (implementation): Possible?	●	●	●	●	●	●	●	●	●	●	●		●	●	●	●	●	●		●			
	Process evaluation (implementation): Recommended by ORE?	●	●	●	●	●	●	●	●	●	●	●		●				●						
	Product evaluation (achievement/ attendance/ behavior/other): Possible?	●	●	●	●	●	●	●	●	●	●		●	●	●	●	●	●		●	●		●	●
	Product evaluation (achievement/ attendance/ behavior/other): Recommended by ORE?	●	●	●	●	●	●	●	●	●	●		●	●	●	●	●	●		●	●		●	●
	Does it provide new/useful information?	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	Is there potential for findings being used? Budgetary?	●	●	●	●	●	●	●	●	●	●			●	●	●	●	●			●			●
	Is there potential for findings being used? Instructional?	●	●	●	●	●	●	●	●	●	●		●	●	●	●	●	●	●	●	●		●	
	Can data be provided when needed?	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Yes = ● Blank = No or Not Applicable

11/14/90

*Programs or Groups for which GENESYS summaries are planned:
Elementary: Project Teach & Reach, AIM High, Elementary Computer Labs
Secondary: Liberal Arts Academy, Kealing Magnet, Science Academy, Sixth Graders, TAP, AIP, Title VII, Project GRAD, CVAE, PEAK, Alternative Learning Center, Robbins, WIN, Zenith, Johnston Computer Lab, Dropouts, Evening School, PEP, Secondary Honors
Both: LEP, PAL, CIS, DARE, Mentor

Austin Independent School District

Department of Management Information

Dr. Glynn Ligon, Executive Director

Office of Research and Evaluation

Board of Trustees

Bernice Hart, President

Bob West, Vice President

John Lay, Secretary

Nan Clayton
Dr. Beatriz de la Garza

Melissa Knippa
Dr. Gary McKenzie

Interim Superintendent of Schools

Dr. Gonzalo Garza